

DAFTAR PUSTAKA

- Aiken, L. R. (1985). Three coefficients for analyzing the reliability and validity of ratings. *Educational and Psychological Measurement*, 45(1), 131–142.
<https://doi.org/10.1177/0013164485451012>
- Akhtar, M., & Kröner-Herwig, B. (2015). Acculturative stress among international students in context of socio-demographic variables and coping styles. *Current Psychology*, 34, 803–815. <https://doi.org/10.1007/s12144-015-9303-4>
- Ali, Y. A., Hussein, R. S., Mostafa, N. S., & Manzour, A. F. (2024). Factors associated with acculturative stress among international medical students in an Egyptian university. *BMC Medical Education*, 24(1), Article 1009.
<https://doi.org/10.1186/s12909-024-05947-5>
- American Indonesian Exchange Foundation. (2025). *Fulbright Scholarship programme: Information for Indonesian applicants*.
<https://www.aminef.or.id/>
- Amlashi, R. S., Majzoobi, M. R., & Forstmeier, S. (2025). Acculturative stress and psychological well-being: The mediating role of social support, difficulties in emotion regulation, and meaning-centered coping style among international students in Germany. *International Journal of Intercultural Relations*, 108, Article 102272. <https://doi.org/10.1016/j.ijintrel.2025.102272>
- Azwar, S. (2012). *Penyusunan skala psikologi* (Ed. 2). Pustaka Pelajar.
- Bahnson, M., Sallai, G., Jwa, K., & Berdanier, C. (2023). Mitigating ceiling effects in a longitudinal study of doctoral engineering student stress and persistence. *Journal of the Academy of Business Education*, 24.
<https://doi.org/10.28945/5118>
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran, *Encyclopedia of human behavior* (Vol. 4, pp. 71–81). Academic Press.
- Bastien, G., Seifen-Adkins, T., & Johnson, L. R. (2018). Striving for success: Academic adjustment of international students in the U.S. *Journal of International Students*, 8(2), 1198–1219.
<https://doi.org/10.32674/jis.v8i2.143>

- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for the process of cross-cultural adaptation of self-report measures. *Spine*, 25, 3186–3191. <https://doi.org/10.1097/00007632-200012150-00014>
- Becker, J.-M., Cheah, J., Gholamzade, R., Ringle, C. M., & Sarstedt, M. (2022). PLS-SEM's most wanted guidance. *UEA Digital Repository (University of East Anglia)*, 35(1), 321–346. <https://doi.org/10.1108/ijchm-04-2022-0474>
- Berry, J. W. (1997). Acculturation and adaptation. In J. W. Berry, M. H. Segall, & C. Kagitçibasi (Eds.), *Handbook of cross-cultural psychology: Vol. 3. Social behavior and applications* (Ed. 2, pp. 291–326). Allyn & Bacon.
- Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun, P. Balls Organista, & G. Marín (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp. 17–37). American Psychological Association. <https://doi.org/10.1037/10472-004>
- Berry, J. W. (2006). Stress perspectives on acculturation. In D. L. Sam & J. W. Berry (Eds.), *The Cambridge handbook of acculturation psychology* (pp. 43–57). Cambridge University Press.
- Becker, J.-M., Cheah, J., Gholamzade, R., Ringle, C. M., & Sarstedt, M. (2022). PLS-SEM's most wanted guidance. *UEA Digital Repository (University of East Anglia)*, 35(1), 321–346. <https://doi.org/10.1108/ijchm-04-2022-0474>
- Bolger, N., Zuckerman, A., & Kessler, R. C. (2000). Invisible support and adjustment to stress. *Journal of Personality and Social Psychology*, 79(6), 953–961. <https://doi.org/10.1037/0022-3514.79.6.953>
- Carte, T. A., & Russell, C. J. (2003). In pursuit of moderation: Nine common errors and their solutions. *SHAREOK (University of Oklahoma; Oklahoma State University; Central Oklahoma University)*, 27(3), 479–501. <https://doi.org/10.2307/30036541>
- Chang, P. (2025). Physical activity and depression of Chinese students in Korea: Self-efficacy as a mediator and social support as a moderator. *Frontiers in Psychology*, 16, Article 1662687. <https://doi.org/10.3389/fpsyg.2025.1662687>

- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357. <https://doi.org/10.1037/0033-2909.98.2.310>
- Constantine, M. G., Okazaki, S., & Utsey, S. O. (2004). Self-concealment, social self-efficacy, acculturative stress, and depression in African, Asian, and Latin American international college students. *American Journal of Orthopsychiatry*, 74(3), 230–241. <https://doi.org/10.1037/0002-9432.74.3.230>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Crockett, L. J., Iturbide, M. I., Stone, R. A. T., McGinley, M., Raffaelli, M., & Carlo, G. (2007). Acculturative stress, social support, and coping: Relations to psychological adjustment among Mexican American college students. *Cultural Diversity & Ethnic Minority Psychology*, 13(4), 347–355. <https://doi.org/10.1037/1099-9809.13.4.347>
- de Souza, A. C., Alexandre, N. M. C., & Guirardello, E. de B. (2017). Psychometric properties in instruments evaluation of reliability and validity. *Epidemiologia e Serviços de Saúde*, 26(3), 649–659. <https://doi.org/10.5123/S1679-49742017000300022>
- Department of Foreign Affairs and Trade. (2025). *Australia Awards Scholarships Indonesia: Program guidelines and application information*. Australian Government. <https://www.dfat.gov.au/people-people/australia-awards>
- Dhamayantie, E. (2018). Peranan dukungan sosial pada interaksi positif pekerjaan-keluarga dan kepuasan hidup. *EKUITAS (Jurnal Ekonomi dan Keuangan)*, 18(2), 181–200. <https://doi.org/10.24034/j25485024.y2014.v18.i2.142>
- Driscoll, M. W., & Torres, L. (2013). Acculturative stress and Latino depression: The mediating role of behavioral and cognitive resources. *Cultural Diversity and Ethnic Minority Psychology*, 19(4), 373–382. <https://doi.org/10.1037/a0032821>
- Eagle, D. E., Hybels, C. F., & Proeschold-Bell, R. J. (2019). Perceived social support, received social support, and depression among clergy. *Journal of*

- Social and Personal Relationships*, 36(7), 2055–2073.
<https://doi.org/10.1177/0265407518776134>
- Ergin-Kocaturk, H., Tekel, E., Su, A., Kocaturk, M., & Karadag, E. (2025). Acculturation strategies of international higher education students in Türkiye: The role of social support, cultural capital, self-esteem, general trust, and general self-efficacy. *Current Psychology*, 44(13), 10679–10695.
<https://doi.org/10.1007/s12144-025-07919-4>
- Eryc, E., & Puspa, D. A. (2022). Analisis keefektifan Instagram sebagai platform e-commerce pada mahasiswa di Kota Batam. *Briliant Jurnal Riset dan Konseptual*, 7(4), 1012–1012. <https://doi.org/10.28926/briliant.v7i4.1191>
- Ezeofor, I., Lent, R. W., & Moturu, B. P. (2022). Test of a social cognitive model of restorative well-being: Application to international students. *Journal of Prevention and Health Promotion*, 3(4), 468–494.
<https://doi.org/10.1177/26320770221097627>
- Farrell, A. M. (2009). Insufficient discriminant validity: A comment on Bove, Pervan, Beatty, and Shiu (2009). *Journal of Business Research*, 63(3), 324–327. <https://doi.org/10.1016/j.jbusres.2009.05.003>
- Fedolina, B. F., & Saptandari, E. W. (2024). Perceived social support as predictor of acculturative stress among Indonesian exchange students in Europe. *Jurnal Psikologi Integratif*, 12(1), 83–101.
<https://doi.org/10.14421/jpi.2024.v12i1.83-101>
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). SAGE Publications.
- Foreign, Commonwealth & Development Office. (2025). *Chevening Scholarship programme: Country information – Indonesia*. United Kingdom Government. <https://www.chevening.org/>
- Franco, M., Hsiao, Y., Gnilka, P. B., & Ashby, J. S. (2018). Acculturative stress, social support, and career outcome expectations among international students. *International Journal for Educational and Vocational Guidance*.
<https://doi.org/10.1007/s10775-018-9380-7>
- Futuwwah, A. I. (2022). Fenomena komunitas merek online berbasis grup chat terkait perceived benefit, brand community commitment dan brand loyalty.

- BALANCE Economic Business Management and Accounting Journal*, 19(2), 196–196. <https://doi.org/10.30651/blc.v19i2.13899>
- Gebregergis, W. T., Huang, F., & Hong, J. (2019). Cultural intelligence, Age and Prior Travel Experience as Predictors of Acculturative Stress and Depression among International Students Studying in China. *Journal of International Students*, 9(2), 511–534. <https://doi.org/10.32674/jis.v9i2.964>
- Gebregergis, W. T., Mehari, D. T., Gebretinsae, D. Y., & Tesfamariam, A. H. (2020). The predicting effects of self-efficacy, self-esteem and prior travel experience on sociocultural adaptation among international students. *Journal of International Students*, 10(2), 339–357. <https://doi.org/10.32674/jis.v10i2.616>
- Gebregergis, W. T., Tekie, D., Yikealo, D., & Habte, A. (2019). Antecedents of psychological adjustment of international students studying in China: The roles of self-efficacy and self-esteem. *Open Journal of Social Sciences*, 7(2), 233–254. <https://doi.org/10.4236/jss.2019.72019>
- Ghozali, I., & Latan, A. (2015). *Partial Least Squares: Konsep, teknik dan aplikasi menggunakan program SmartPLS 3.0*. Badan Penerbit Universitas Diponegoro.
- Goodwin, K. A., & Goodwin, C. J. (2017). *Research in psychology: Methods and design* (8th ed.). John Wiley & Sons.
- Gravetter, F. J., & Forzano, L. B. (2018). *Research methods for the behavioral sciences* (6th ed.). Cengage Learning.
- Gravetter, F. J., Forzano, L. B., & Rakow, T. (2020). *Research methods for the behavioural sciences*. Cengage Learning.
- Gülaçtı, F. (2010). The effect of perceived social support on subjective well-being. *Procedia - Social and Behavioral Sciences*, 2(2), 3844–3849. <https://doi.org/10.1016/j.sbspro.2010.03.602>
- Gyasi-Gyamerah, K., Osafo, J., Gyasi-Gyamerah, A. A., & Boadu, E. S. (2025). Correction: Examining acculturative stress among international students in Ghana using an interpretative phenomenological approach: Unpacking the social support systems. *PLOS ONE*, 20(4), Article e0322964. <https://doi.org/10.1371/journal.pone.0322964>

- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). SAGE Publications, Inc.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Partial least squares structural equation modeling (PLS-SEM) using R. In *Classroom companion: business*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-80519-7>
- Handrianto, C., Solfema, S., & Jusoh, A. J. (2024). Cultural adaptation and academic success: Exploring the experiences of Indonesian students in Malaysian universities. *Journal of Ethnic and Cultural Studies*, 12(3), 251–280. <https://doi.org/10.29333/ejecs/2496>
- Haq, M. S., Akmal, A., & Situmorang, N. Z. (2025). Menempa diri di tanah rantau: Deskripsi kekuatan dan kebajikan pada mahasiswa perantau di Yogyakarta. *Jurnal Riset Psikologi UNP*, 8(2), 43-61. <https://doi.org/10.24036/awwvr793>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2014). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Ho, A., & Yu, C. (2014). Descriptive statistics for modern test score distributions. *Educational and Psychological Measurement*, 75(3), 365–388. <https://doi.org/10.1177/0013164414548576>
- Holcomb-McCoy, C., Harris, P. C., Hines, E. M., & Johnston, G. (2008). School counselors' multicultural self-efficacy: A preliminary investigation. *Professional School Counseling*, 11(3), 166–178. <https://doi.org/10.1177/2156759X0801100305>
- Ilmastuti, E. (2025, August 30). *Pilihan beasiswa luar negeri dari Pemerintah Indonesia*. Hotcourses. <https://www.hotcourses.co.id/study-abroad-info/student-finance/pilihan-beasiswa-luar-negeri-dari-pemerintah-indonesia/>
- Inayati, W. N., Prihartanti, N., & Partini. (2022). Stres akademik mahasiswa ditinjau dari motivasi berprestasi, kemampuan adaptasi dan dukungan sosial

- pada pembelajaran daring di masa pandemi Covid-19. *Abdi Psikonomi*, 182–200. <https://doi.org/10.23917/psikonomi.vi.749>
- Iorga, M., Soponaru, C., Muraru, I.-D., Socolov, S., & Petrariu, F.-D. (2020). Factors associated with acculturative stress among international medical students. *BioMed Research International*, 2020, Article 2564725. <https://doi.org/10.1155/2020/2564725>
- Jamora, M. M. Q. (2025). The association of academic stress and acculturative stress to international students' academic self-efficacy in Taiwan. In *Psychological patterns and lifestyle influences in academia experience* (Ch. 4). IGI Global. <https://doi.org/10.4018/979-8-3693-8709-2.ch004>
- Jarrar, Y., & Nweke, G. E. (2025). Echoes of home: The impact of acculturative stress on Nigerian students in Northern Cyprus, investigating the role of loneliness and social support. *Behavioral Sciences*, 15(3), Article 289. <https://doi.org/10.3390/bs15030289>
- Jung, C. D., & Reyes, C. (2025). The factors affecting acculturative stress among international students in South Korea. *Sage Open*, 15(4). <https://doi.org/10.1177/21582440251382866>
- Kartal, D., & Kiropoulos, L. (2016). Effects of acculturative stress on PTSD, depressive, and anxiety symptoms among refugees resettled in Australia and Austria. *European Journal of Psychotraumatology*, 7(1), Article 28711. <https://doi.org/10.3402/ejpt.v7.28711>
- Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional. (2025). *Ringkasan rencana pembangunan jangka menengah nasional tahun 2025–2029: Bersama Indonesia maju menuju Indonesia emas 2045*. Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional.
- Kim, B. K., Moon, S. H., & Lee, J. Y. (2025). Social support as a moderator between acculturative stress and college adjustment among international students in Korea. *Journal of Educational Research*, 23(2), 189–213. <https://doi.org/10.31352/jer.23.2.189>

- Kock, N., & Hadaya, P. (2018). Minimum sample size estimation in PLS-SEM: The inverse square root and gamma-exponential methods. *Information Systems Journal*, 28(1), 227–261. <https://doi.org/10.1111/ISJ.12131>
- Kosic, A. (2025). Individual factors in acculturation: An overview of key dimensions. *Behavioral Sciences*, 15(6), Article 827. <https://doi.org/10.3390/bs15060827>
- Kornilaki, M., Thomas, R., & Font, X. (2019). The sustainability behaviour of small firms in tourism: the role of self-efficacy and contextual constraints. *Leeds Beckett Repository (Leeds Beckett University)*, 27(1), 97–117. <https://doi.org/10.1080/09669582.2018.1561706>
- Kristian, J., & Setyawan, I. R. (2024). Peningkatan kualitas keputusan investasi melalui literasi keuangan digital. *Jurnal Manajemen Bisnis Dan Kewirausahaan*, 8(2), 468–482. <https://doi.org/10.24912/jmbk.v8i2.29695>
- Kristiana, I. F., Karyanta, N. A., Simanjuntak, E., Prihatsanti, U., Ingarianti, T. M., & Shohib, M. W. (2022). Social support and acculturative stress of international students. *International Journal of Environmental Research and Public Health*, 19(11), Article 6568. <https://doi.org/10.3390/ijerph19116568>
- Ladum, A., & Burkholder, G. J. (2019). Cultural distance, acculturative stress, functional social support, and psychological adaptation of international students. *ScholarWorks (Walden University)*, 9(1). <https://doi.org/10.18870/hlrc.v9i1.436>
- Lakey, B., & Orehek, E. (2011). Relational regulation theory: A new approach to explain the link between perceived social support and mental health. *University of Groningen Research Database*, 118(3), 482–495. <https://doi.org/10.1037/a0023477>
- Lashari, S. A., Kaur, A., & Hashim, R. A. (2018). Home away from home - The role of social support for international students' adjustment. *Malaysian Journal of Learning and Instruction*, 15, 33–54. <https://doi.org/10.32890/mjli2018.15.2.2>
- Lembaga Pengelola Dana Pendidikan. (2025). *Laporan tahunan Lembaga Pengelola Dana Pendidikan 2025*. Kementerian Keuangan Republik Indonesia. <https://lpdp.kemenkeu.go.id/>

- Lu, J., Wang, B., Dou, X., Yu, Y., Zhang, Y., Ji, H., Chen, X., Sun, M., Duan, Y., Pan, Y., Chen, Y., Yi, Y., & Zhou, L. (2023). Moderating effects of perceived social support on self-efficacy and psychological well-being of Chinese nurses: A cross-sectional study. *Frontiers in Public Health*, 11, Article 1207723. <https://doi.org/10.3389/fpubh.2023.1207723>
- Maksum, I., Fikriah, N. L., & Hawabi, A. I. (2022). Bagaimana konflik pekerjaan-keluarga dapat membahayakan kinerja? Integrasi Conservation of Resources Theory. *Jurnal Ekonomi MODERNISASI*, 18(1), 22–37. <https://doi.org/10.21067/jem.v18i1.6343>
- Mathews, R. (2018). Effects of perceived social support and cultural self-efficacy on acculturative stress of international postgraduate students in the United Kingdom. *International Journal of Indian Psychology*, 6(2). <https://doi.org/10.25215/0602.091>
- Memon, M. A., Cheah, J., Ramayah, T., Ting, H., Chuah, F., & Cham, T. (2019). Moderation analysis: Issues and guidelines. *Journal of Applied Structural Equation Modeling*, 3(1). [https://doi.org/10.47263/jasem.3\(1\)01](https://doi.org/10.47263/jasem.3(1)01)
- Menon, V., Grover, S., Gupta, S., Indu, P. V., Chacko, D., & Vidhukumar, K. (2025). A primer on reliability testing of a rating scale. *Indian Journal of Psychiatry*, 67(7), 725–729. https://doi.org/10.4103/indianjpsychiatry_584_25
- Moon, C. Y., & Larke, P. (2020). Meta-analysis of Asian students' acculturative stress in U.S. higher education. *Journal of Multicultural Affairs*, 5(1), Article 3. <https://scholarworks.sfasu.edu/jma/vol5/iss1/3>
- Mostafa, M. ., & Mohamed, S. (2020). Acculturative stress, assertiveness, and self efficacy among undergraduate international nursing students. *Evidence-Based Nursing Research*, 2(2), 121–131. <https://www.ajol.info/index.php/ebnr/article/view/219714>
- Nasir, N. F. M., & Mustapha, N. D. (2020). Exploring acculturative stress in pursuing academic performance: A case study among international students at a private university, Malaysia. *International Journal of Education, Psychology and Counselling*, 5(34), 10–22. <https://doi.org/10.35631/IJEPC.534002>

- Nimah, A., Tadjri, I., & Kurniawan, K. (2014). Hubungan antara dukungan sosial dan self efficacy dalam menyelesaikan skripsi. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 3(1), 43–49. <https://journal.unnes.ac.id/sju/index.php/jbk>
- Nisrina, N. (2025, July 11). 7 universitas terbaik di luar negeri yang banyak mahasiswa Indonesia 2025. ICAN Education. <https://ican-education.com/blog/universitas-di-luar-negeri-yang-banyak-mahasiswa-indonesia/>
- Novianti, S. (2026). *Self efficacy sebagai moderator hubungan dukungan sosial dengan pengambilan keputusan karier pada santriwati di pondok pesantren* (Skripsi, Universitas Jember).
- Nurohmat, A. I. (2019). *Pengaruh stres akulturatif terhadap problem focused coping yang dimoderasi oleh dukungan sosial pada mahasiswa rantau di Kota Bandung* (Tesis, Universitas Pendidikan Indonesia). <http://repository.upi.edu/48816/>
- Nst, R. H., Mukhtar, D. Y., & Dewi, I. S. (2022). Peran dukungan sosial terhadap reaksi stres akademik pada mahasiswi baru pasca pandemik. *PSIKOLOGI KONSELING*, 21(2), 1450–1450. <https://doi.org/10.24114/konseling.v21i2.41108>
- Pacheco, E.-M. (2020). Culture learning theory and globalization: Reconceptualizing culture shock for modern cross-cultural sojourners. *New Ideas in Psychology*, 58, Article 100801. <https://doi.org/10.1016/j.newideapsych.2020.100801>
- Park, Y.-S., Son, J.-Y., & Song, O.-R. (2017). Stress, social support and coping of adults according to level of self-efficacy. *Korean Journal of Culture and Social Issue*, 23(2), 295–332. <https://doi.org/10.15831/kjcs.2017.23.2.295>
- Purnomo, J. B., Widiastuti, H., & Dewi, R. (2023). Pengaruh dukungan sosial dan kepercayaan diri terhadap optimisme dimediasi psychological well-being. *Jurnal Kesehatan Tambusai*, 4(4), 4614–4623. <https://doi.org/10.31004/jkt.v4i4.19343>
- Quaglio, T. C., Manley, M., & Hyland, P. K. (2025). The role of coping self-efficacy, social support, and loneliness on acculturative stress and life

- satisfaction among Brazilians in Ireland. *DBS Applied Research and Theory Journal*, 2(1). <https://doi.org/10.22375/dbs.v2i1.135>
- Ra, Y. A. (2024). Roles of social support on acculturative stress of Asian international students. *Current Psychology*, 43, 3882–3888. <https://doi.org/10.1007/s12144-023-04696-w>
- Rahadi, D. R. (2023). *Pengantar partial least squares structural equation modeling (PLS-SEM)*. CV. Lentera Ilmu Madani.
- Ramania, B. P., Andayani, T. R., & Saniatuzzulfa, R. (2019). Peran dukungan sosial pada stres akulturatif mahasiswa asing di Universitas Sebelas Maret. *Indigenous: Jurnal Ilmiah Psikologi*, 4(2), 118–124. <https://doi.org/10.23917/indigenous.v4i2.6530>
- Ria, A. R., Junias, M. S., & Takalapeta, T. (2025). Hubungan dukungan sosial dengan stres akademik pada mahasiswa penerima beasiswa. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4(2), 11481–11486. <https://doi.org/10.31004/jerkin.v4i2.3764>
- Rivera Baeza, M. J., Salazar-Fernández, C., Manríquez-Robles, D., Salinas-Oñate, N., & Smith-Castro, V. (2022). Acculturative stress, perceived social support, and mental health: The mediating effect of negative emotions associated with discrimination. *International Journal of Environmental Research and Public Health*, 19(24), Article 16522. <https://doi.org/10.3390/ijerph192416522>
- Sandhu, D. S., & Asrabadi, B. R. (1994). Development of an acculturative stress scale for international students: Preliminary findings. *Psychological Reports*, 75(1), 435–448. <https://doi.org/10.2466/pr0.1994.75.1.435>
- Santoso, E., & Setiawan, J. L. (2018). Peran dukungan sosial keluarga, atasan, dan rekan kerja terhadap resilient self-efficacy guru sekolah luar biasa. *Jurnal Psikologi*, 45(1). <https://doi.org/10.22146/jpsi.25011>
- Sarafino, E. P., & Smith, T. W. (2011). *Health psychology: Biopsychosocial interactions* (7th ed.). John Wiley & Sons.
- Sayekti, E. P., & Hermawan, S. (2021). The effect of emotional intelligence and learning environment on college stress of accounting students with self efficacy as an intervening variable at Muhammadiyah University of Sidoarjo. *Academia Open*, 5. <https://doi.org/10.21070/acopen.5.2021.1930>

- Scholz, U., Gutiérrez Doña, B., Sud, S., & Schwarzer, R. (2002). Is general self-efficacy a universal construct? Psychometric findings from 25 countries. *European Journal of Psychological Assessment*, 18(3), 242–251. <https://doi.org/10.1027/1015-5759.18.3.242>
- Schwarzer, R. (2024). Stress, resilience, and coping resources in the context of war, terror, and migration. *Refubium (Universitätsbibliothek Der Freien Universität Berlin)*, 57, Article 101393. <https://doi.org/10.1016/j.cobeha.2024.101393>
- Schwarzer, R., Jerusalem, M., Weinman, J., Wright, S., & Johnston, M. (1995). Generalized Self-Efficacy Scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35–37). NFER-NELSON.
- Seočanac, M. (2024). PLS-SEM: A hidden gem in tourism research methodology. *Menadžment u Hotelijerstvu i Turizmu*, 12(1), 115–131. <https://doi.org/10.5937/menhottur2400005s>
- Shadowen, N. L., Williamson, A. A., Guerra, N. G., Ammigan, R., & Drexler, M. L. (2019). Prevalence and correlates of depressive symptoms among international students: Implications for university support offices. *Journal of International Students*, 9(1), 129–149. <https://doi.org/10.32674/jis.v9i1.277>
- Šimkovic, M., & Träuble, B. (2019). Robustness of statistical methods when measure is affected by ceiling and/or floor effect. *PLoS ONE*, 14(8), Article e0220889. <https://doi.org/10.1371/journal.pone.0220889>
- Su, Z., McDonnell, D., Shi, F., Liang, B., Li, X., Wen, J., Cai, Y., Xiang, Y.-T., & Yang, L. (2021). Chinese international students in the United States: The interplay of students' acculturative stress, academic standing, and quality of life. *Frontiers in Psychology*, 12, Article 625863. <https://doi.org/10.3389/fpsyg.2021.625863>
- Sucihati, R. N., Usman, U., & Yunita, F. A. (2022). Pengaruh kualitas pelayanan terhadap loyalitas pelanggan (Studi pada UD. Nealma Food Sumbawa Besar). *Samalewa Jurnal Riset & Kajian Manajemen*, 2(1), 40–49. <https://doi.org/10.58406/samalewa.v2i1.851>

- Sullivan, C., & Kashubeck-West, S. (2015). The interplay of international students' acculturative stress, social support, and acculturation modes. *Journal of International Students*, 5(1), 1-11. <https://doi.org/10.32674/jis.v5i1.438>
- Sung, J. H., Lee, J. E., & Lee, J. Y. (2019). Effects of social support on reducing acculturative stress-related to discrimination between Latin and Asian immigrants: Results from National Latino and Asian American Study (NLAAS). *Journal of Advances in Medicine and Medical Research*, 29(10), 1–11. <https://doi.org/10.9734/jammr/2019/v29i1030136>
- Taylor, S. E. (2011). Social support: A review. In H. S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 189–214). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195342819.013.0009>
- Thomas, M., & Choi, J. B. (2006). Acculturative stress and social support among Korean and Indian immigrant adolescents in the United States. *The Journal of Sociology & Social Welfare*, 33(2), 123–143. <https://doi.org/10.15453/0191-5096.3164>
- Uchino, B. N. (2004). *Social support and physical health: Understanding the health consequences of relationships*. Yale University Press.
- Utomo, P., Pahlevi, R. W., & Prayogi, F. (2022). The effect of social skills and social support on student resilience in schools. *ALTRUISTIK Jurnal Konseling Dan Psikologi Pendidikan*, 2(1). <https://doi.org/10.24114/altruistik.v2i1.34749>
- Vasquez, R. A., Carranza Esteban, R. F., Mamani-Benito, O., & Caycho-Rodríguez, T. (2022). Examining academic self-efficacy and perceived social support as predictors for coping with stress in Peruvian university students. *Frontiers in Education*, 7, Article 881455. <https://doi.org/10.3389/feduc.2022.881455>
- Waty, F. L. N. C., & Agustina, M. W. (2022). Pengaruh dukungan sosial terhadap prokrastinasi siswa yang bermukim di pesantren madrasah. *Happiness Journal of Psychology and Islamic Science*, 6(2), 89–100. <https://doi.org/10.30762/happiness.v6i2.485>
- Wulandari, H. W., & Kusumastuti, I. (2020). Pengaruh peran bidan, peran kader, dukungan keluarga dan motivasi ibu terhadap perilaku ibu dalam pencegahan

stunting pada balitanya. *Jurnal Ilmiah Kesehatan*, 19(2), 73–80.
<https://doi.org/10.33221/jikes.v19i02.548>

Yeh, C. J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counseling Psychology Quarterly*, 16(1), 15–28.
<https://doi.org/10.1080/0951507031000114058>

Yosef, Harlina, Rahmi, S., & Muslifar, R. (2022). *Skala efikasi diri multikultur siswa SMA: Instrumen pengukuran untuk guru bimbingan dan konseling*. Tim Pengembang Universitas Sriwijaya & Universitas Mulawarman.

Yosef, Harlina, Rahmi, & Muslifar, R. (2022). Designing a scale for measuring multicultural self-efficacy of high school students. *Education Quarterly Reviews*, 5(3), 207–217. <https://doi.org/10.31014/aior.1993.05.03.539>

Yu, B., Chen, X., Li, S., Liu, Y., Jacques-Tiura, A. J., & Yan, H. (2014). Acculturative stress and influential factors among international students in China: A structural dynamic perspective. *PLoS ONE*, 9(4), Article e0096322.
<https://doi.org/10.1371/journal.pone.0096322>

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2