

Authoritative Parenting Style on the Academic Resilience of Out-of-Town University Students

Pengaruh Pola Asuh Otoritatif terhadap Resiliensi Akademik Mahasiswa Rantau

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ABSTRACT

Out-of-town university students often face academic pressure, adaptation difficulties, and challenges in adjusting to a new environment, which may affect their ability to cope with academic demands. Therefore, academic resilience becomes an important factor for students living away from home. This study aimed to examine the influence of authoritative parenting style on the academic resilience of out-of-town university students. The study employed a quantitative approach using simple linear regression analysis. The participants were 225 out-of-town university students aged 18–25 years selected through purposive sampling. Data were collected using the Parenting Styles and Dimensions and the Academic Resilience Scale-20. The findings revealed that authoritative Questionnaire parenting style had a positive and significant influence on academic resilience ($\text{Sig.} = 0.005, p < 0.05$). The positive regression coefficient ($B = 0.050$) indicates that higher levels of authoritative parenting style are associated with higher levels of academic resilience among out-of-town university students. These findings suggest that parenting characterized by warmth, open communication, and consistent discipline plays an important role in helping students cope with academic challenges while living away from home.

ABSTRAK

Mahasiswa perantau sering menghadapi tekanan akademik, kesulitan adaptasi, serta tantangan dalam menyesuaikan diri dengan lingkungan baru yang dapat memengaruhi kemampuan mereka dalam menghadapi tuntutan akademik. Oleh karena itu, resiliensi akademik menjadi faktor penting bagi mahasiswa yang tinggal jauh dari keluarga. Penelitian ini bertujuan untuk mengetahui pengaruh pola asuh otoritatif terhadap resiliensi akademik pada mahasiswa perantau. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi linear sederhana. Partisipan penelitian berjumlah 225 mahasiswa perantau berusia 18–25 tahun yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan menggunakan instrumen Parenting Styles and Dimensions Questionnaire dan Academic Resilience Scale-20. Hasil penelitian menunjukkan bahwa pola asuh otoritatif berpengaruh positif dan signifikan terhadap resiliensi akademik ($\text{Sig.} = 0,005, p < 0,05$). Koefisien regresi positif ($B = 0,050$) menunjukkan bahwa semakin tinggi penerapan pola asuh otoritatif, maka semakin tinggi pula resiliensi akademik pada mahasiswa perantau. Temuan ini menunjukkan bahwa pola asuh yang ditandai dengan kehangatan, komunikasi terbuka, dan disiplin yang konsisten berperan penting dalam membantu mahasiswa menghadapi tantangan akademik selama menjalani kehidupan jauh dari keluarga.

Kata Kunci:

Pola Asuh Otoritatif, Resiliensi Akademik, Mahasiswa Perantau

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BACKGROUND

University students represent individuals who are in a critical phase of personal and professional development. According to Yusuf as cited in Silvialorensa et al. (2021), university students are typically between the ages of 18 and 25 years, a period that spans late adolescence to early adulthood, during which individuals are expected to be capable of self-regulation and appropriate self-positioning. In Indonesia, public universities remain the most popular choice among senior high school students and their equivalents who intend to continue their education to a higher level (Hadi & Abidin, 2025). Among the university student population, there are also out-of-town students who leave their home regions to pursue higher education (Naim, as cited in Soleman (2020)). Students choose to study away from home in order to obtain higher-quality education and gain new experiences (Shkoler & Rabenu, 2023). Based on data from the Higher Education Database (PDDIKTI), the number of active university students in Indonesia has fluctuated in recent years. In 2023, there were 7,246,906 active students, which increased to 8,812,152 students in 2024. Meanwhile, in 2025, the number of active students was recorded at 7,246,906.

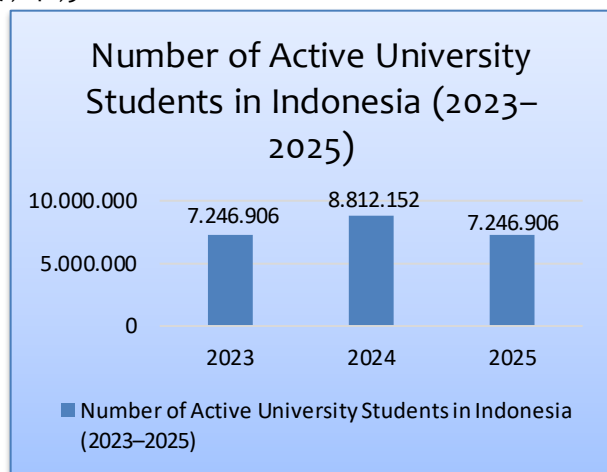


Diagram 1. Number of Active University

Data from the Ministry of Youth and Sports (2023) indicate that Indonesia has 65.82 million young people, with a high level of educational mobility (Heidati & Nawangsari, 2019). Within this context, career decision-making is considered a crucial human effort to recognize one's potential in order to make the best possible choices based on self-understanding and personal needs (Gonzalez & Sanchez, as cited in Ningsih & Rejeki (2025)). University life demands the mastery of knowledge, skills, and self-management (Jing & Kim, 2021). Students are required to face academic demands as well as adapt to new environments (Bahrodin et al., 2023). Academic pressure, high expectations, and competition may trigger stress and anxiety (Barkley, as cited in Kadir et al. (2024)).

Unmanaged pressure can have serious consequences for mental health. The National Criminal Information Center recorded 971 suicide cases throughout 2023 (Rahmansyah et

al., 2024). Factors contributing to these cases include academic pressure and psychological problems (Pratiwi et al., 2024). Research by Obinna et al. (2021) shows that academic pressure contributes to suicidal ideation. Data from the American College Health Association (2025) also indicate high levels of anxiety and depression among university students. Out-of-town students face additional challenges, such as cultural differences, limited family support, and demands for independent living (Septiani et al., 2025). These students are required to adapt to new environments (Istanto & Engry, 2019). Moreover, they are vulnerable to experiencing culture shock due to differences in communication styles, language use, and patterns of social interaction in the new environment (Aguilera & Guerrero, as cited in Olivia et al. (2024)), adaptation stress (Rahmanda & Satwika, 2023), and homesickness (Afrilia et al., 2024).

To cope with these conditions, students require academic resilience. Resilience is defined as a dynamic process of overcoming adversity (Grotberg, as cited in Apriawal (2022)). Individuals who possess resilience are able to adapt positively to challenges (Connor & Davidson, as cited in Utami (2020)). Academic resilience refers to the ability to persist in the face of academic pressures (Syifa, 2022). Students with high levels of resilience are better able to manage academic stress (Siburian & Siburian, 2023). Resilience is influenced by positive emotions, self-esteem, and social support (Resnick, Gwyther, & Roberto, as cited in Efendi et al. (2023)).

Family support, particularly through parenting styles and emotional support, plays an important role in enhancing students' academic resilience (Jumraeni et al., 2023). One important aspect in supporting learning motivation is the creation of a supportive home environment, as a positive family environment can shape students' perceptions of education as something valuable and beneficial (Nuryani et al., as cited in Hermawan & Wibowo (2025)). Parenting is viewed as a primary factor influencing resilience through both direct and indirect caregiving practices (Nesrin, 2018). Individual development is supported by warm and consistent parenting, which facilitates the formation of adaptive self-regulation (Masten & Coatsworth, as cited in Dhovier & Maryam (2024)). Healthy family functioning depends on the effectiveness of parental parenting styles in socializing children culturally and socially (Masten & Coatsworth, 1998; Uicheng & Chobphon, 2024).

Parenting style is a structured process through which parents shape children's character, values, and adaptive abilities, as pioneered by Baumrind (1991). Parental support encompasses all forms of assistance provided by parents to their children, ranging from the fulfillment of basic needs to attention and advice that support children's emotional development (Baiti & Munadi, as cited in Natsir et al. (2025)). There are three primary parenting styles—authoritative, authoritarian, permissive, and neglectful—which serve as a foundation for understanding the influence of parenting on child development. Authoritative parenting is characterized by a balance between warmth and control, as well as

encouragement of children's independence (Kuppens & Ceulemans, 2019). This parenting style is considered the most adaptive because it balances parental demands and support (Pinquart & Fischer, 2022; Sutisna, 2021). In the academic context, authoritative parenting has been associated with greater academic resilience and higher academic achievement (Hayek et al., 2022).

Several previous studies have examined the relationship between parenting styles and academic resilience. A study by Pant (2023) involving students aged 18–25 years in India found that authoritative parenting from both mothers and fathers—characterized by warmth, support, and child-oriented practices—plays a role in the development of individual resilience in facing difficult situations. Consistent with these findings, a study by Permata & Listiyandini (2015) involving first-year out-of-town students in Jakarta found that nearly all parenting styles contributed to students' academic resilience, except for permissive parenting by fathers. The results showed that authoritative maternal parenting contributed 29% and authoritative paternal parenting contributed 20.4%, indicating that a combination of authoritative parenting from both parents plays a role in fostering high levels of resilience among students. Meanwhile, a study by Agustina et al. (2023) on first-year students engaged in online learning found that authoritative paternal parenting did not have a significant effect on student resilience, although authoritative maternal parenting continued to have a positive impact of 20.8%.

Although several studies have examined parenting styles and academic resilience, research that specifically investigates the influence of authoritative parenting on the academic resilience of out-of-town university students remains limited. Therefore, this study focuses on examining the effect of authoritative parenting on the academic resilience of out-of-town students. The hypothesis proposed in this study is that authoritative parenting has a positive effect on the academic resilience of out-of-town university students. The purpose of this study is to provide empirical contributions regarding the role of parenting styles in supporting the academic resilience of out-of-town students.

RESEARCH METHODS

Research Design

This study employed a quantitative approach using a simple regression analysis design, with the aim of examining the effect of authoritative parenting as the independent variable (X) on academic resilience as the dependent variable (Y). Through this approach, the researcher was able to objectively and measurably assess the influence of the independent variable (X) on the dependent variable (Y).

Participants

The participants in this study were out-of-town university students who were currently enrolled in higher education institutions and living separately from their parents. The participant criteria included students who originated from regions outside the university's area of

domicile and who experienced living away from home during their period of study. This study involved 225 out-of-town university students aged 18–25 years who were studying and living away from their parents. The participants were selected using a purposive sampling technique based on specific criteria determined by the researcher to ensure their relevance to the study objectives.

Research Instruments

The research instruments consisted of two psychological scales. Authoritative parenting was measured using the Parenting Styles and Dimensions Questionnaire, which had been adapted into Indonesian by Fahiroh et al. (2019). This instrument is based on the dimensions proposed by Robinson et al. (1995), namely warmth and emotional involvement, use of reasoning/induction, democratic participation, and a friendly and relaxed parenting style. The validity test results indicated that 27 items on the mother's authoritative parenting scale and 25 items on the father's authoritative parenting scale were valid, as all items showed significance values of $p < 0.05$. The reliability test results demonstrated high reliability, with Cronbach's alpha coefficients of 0.902 for the mother's authoritative parenting scale and 0.910 for the father's authoritative parenting scale.

Academic resilience was measured using the Academic Resilience Scale–30 developed by Cassidy (2016) and adapted into Indonesian by Kumalasari et al. (2020). This scale is based on three main dimensions: perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. The validity test results showed that all 24 items were valid and capable of distinguishing participants with high and low levels of academic resilience. Furthermore, the reliability test demonstrated that the scale had excellent reliability, with a Cronbach's alpha coefficient of 0.919, indicating that the instrument was appropriate for use in the main study.

Data Analysis Technique

Data analysis was conducted through two stages: assumption testing and hypothesis testing. Assumption testing was performed to ensure that the data met the requirements for the statistical analysis employed. The assumption tests included tests for multicollinearity, heteroscedasticity, autocorrelation, normality, and linearity. Following the assumption tests, hypothesis testing was conducted using simple linear regression analysis. This test was selected because the study involved one independent variable and one dependent variable, and aimed to examine the effect between the two variables.

RESEARCH RESULTS

Characteristics of Research Participants

This study involved 225 out-of-town university students as participants. The majority of participants were female (64%), while male participants accounted for 36%. Based on age, most participants were between 20–22 years old, with 22 years old being the largest age groups (31.1%).

Based on the length of staying away from home, most participants had lived away from their hometowns for 2–3 years (44.4%), followed by 3–4 years (28.4%). These characteristics indicate that most participants had sufficient experience adapting to academic and social life in a new environment.

Tabel 1. Characteristics of Research Participants

Characteristics	Category	Frequency (f)	Percentage (%)
Gender	Male	81	36.0%
	Female	144	64.0%
Age	19 years	12	2,5%
	20 years	49	21,8%
	21 years	60	26,7%
	22 years	70	31,1%
	23 years	27	12,0%
	24 years	4	1,8%
	25 years	3	1,3%
Length of Staying from Home	1-2 years	20	8,9%
	2-3 years	100	44.4%
	2-4 years	64	28.4%
	≥ 4 years	41	18.3%

Descriptive Statistical Analysis

Based on Table 2, which presents the results of the descriptive statistical analysis, the authoritative parenting variable had a minimum value of 162 and a maximum value of 242, with a mean score of 215.00 and a standard deviation of 15.389. Meanwhile, the academic resilience variable had a minimum value of 50 and a maximum value of 87, with a mean score of 78.80 and a standard deviation of 4.065.

Table 2. Descriptive Statistics

Variable	N	Min	Max	Mean	SD
Authoritative Parenting	225	162	242	215.00	15.389
Academic Resilience	225	50	87	78.80	4.065

Authoritative Parenting Variable

Based on Table 3, the categorization results for the authoritative parenting variable indicate that the majority of participants were classified in the high category, totaling 202 participants (89.8%). Meanwhile, 23 participants (10.2%) were classified in the moderate category, and no participants were included in the low category. These findings indicate that, on average, participants perceived their parents as applying a high level of authoritative parenting.

Table 3. Categorization of Authoritative Parenting

Interval	Category	Frequency	Percentage
$x < 121$	Low	0	0%
$121 \leq x < 191$	Moderate	23	10.2%
$191 \leq x$	High	202	89.8%
Total		225	100%

Academic Resilience Variable

Based on Table 4, the categorization results for the academic resilience variable show that almost all participants were classified in the high category, with 221 participants (98%), while 4 participants (1.8%) were in the moderate category, and no participants were classified in the low category. These results indicate that, in general, participants demonstrated high levels of academic resilience.

Table 4. Categorization of Academic Resilience

Interval	Category	Frequency	Percentage
$x < 48$	Low	0	0%
$48 \leq x < 72$	Moderate	4	1.8%
$72 \leq x$	High	221	98%
Total		225	100%

Assumption Tests

Normality Test

Based on the results presented in Table 5, the normality test yielded an Asymp. Sig. (2-tailed) value of 0.200, which is greater than the significance level of 0.05. These results indicate that the data in this study meet the assumption of normality. Therefore, it can be concluded that the data are normally distributed and suitable for use in subsequent regression analysis

Table 5. Normality Test Results

Variable	Kolmogorov -Smirnov Z	Sig.	Keterangan
Academic Resilience	0.046	0.200	Normal

Linearity Test

Based on Table 6, the deviation from linearity value was 0.587, which is greater than 0.05. This result indicates that the relationship between the tested variables is linear and thus satisfies the linearity assumption. Therefore, it can be concluded that the data used in this study demonstrate a linear relationship between the independent and dependent variables.

Table 6. Linearity Test Results

Relationship Between Variables	Sum Of Squares	df	Mean Square	F	Sig.
Deviation from Linearity	854.729	54	15.828	0.944	0.587

Heteroscedasticity Test

Based on the test results presented in Table 7, the significance value (Sig.) for the authoritative parenting variable was 0.505. This value exceeds 0.05, indicating that there is no heteroscedasticity present in the regression model. Therefore, the regression model used in this study meets the heteroscedasticity assumption, meaning that the residual variance is homogeneous.

Table 7. Heteroscedasticity Test Results.

Model	Beta	t	Sig.
1		1.920	0.056
	-0.045	-0.667	0.505

Multicollinearity Test

Based on the results presented in Table 8, the tolerance value for the authoritative parenting variable was 1.000, and the variance inflation factor (VIF) value was also 1.000. A tolerance value greater than 0.10 and a VIF value below 10 indicate that there is no multicollinearity among the independent variables in the regression model. Thus, it can be concluded that the regression model in this study meets the multicollinearity assumption and is appropriate for further regression analysis.

Table 8. Multicollinearity Test Results.

Model		Tolerance	VIF
1	Authoritative Parenting	1.000	1.000

Hypothesis Testing

Hypothesis testing using simple linear regression analysis, as shown in Table 9, indicates a significant effect of authoritative parenting on the academic resilience of out-of-town university students (Sig. $p = 0.005 < 0.05$). The regression coefficient value ($B = 0.050$) indicates that for every one-unit increase in authoritative parenting, academic resilience increases by 0.050 units. The constant value of 68.120 represents the baseline level of academic resilience when authoritative parenting is equal to zero. Therefore, the better the implementation of authoritative parenting, the higher the academic resilience of out-of-town students.

Table 9. Simple Linear Regression Results.

Model	Beta	T	sig
1 (Constant)		18.192	0.000
Authoritative Parenting	0.188	2.858	0.005

Dependent Variable: Academic Resilience

Based on the results of the multivariate regression analysis on the aspects of authoritative parenting and academic resilience, it was found that, simultaneously, the dimensions of both maternal and paternal parenting significantly influenced the academic resilience of overseas university students. Table 10 shows a significance value of 0.000 ($p < 0.05$) for maternal parenting aspects, while paternal parenting aspects showed a significance value of 0.008 ($p < 0.05$). These findings indicate that the dimensions of both maternal and paternal parenting simultaneously have a significant influence on the academic resilience of overseas university students.

Table 10. ANOVA Test of Regression on Maternal and Paternal Parenting Aspects toward Academic Resilience

Model	R Square	F	Sig.
Maternal Parenting	0.106	6.494	.000
Paternal Parenting	0.061	3.579	.008

Partially, as shown in Table 11, the maternal democratic participation aspect had a positive and significant influence on academic resilience, with a significance value of 0.000 ($p < 0.05$) and a regression coefficient of 0.619. This result indicates that the higher the mother's participation in the child's life, the higher the academic resilience of overseas university students. In addition, the maternal easy-going and friendly aspect also showed a significant influence on academic resilience, with a significance value of 0.038 ($p < 0.05$). However, the relationship was negative ($B = -0.374$), indicating that higher scores on the mother's easy-going and friendly aspect within the context of the research instrument were associated with lower academic resilience. Meanwhile, the aspects of maternal warmth and involvement as well as maternal reasoning/induction did not show a significant influence on academic resilience, as their significance values were above 0.05.

Table 11. Regression Test of Maternal Authoritative Parenting Aspects toward Academic Resilience

Variabel	B	t	Sig.
Maternal Warmth and Emotional Involvement	.007	.091	.927
Maternal Reasoning/Induction	.129	1.851	.066
Maternal Democratic Participation	.205	4.172	.000
Maternal Easy-going and Friendly Nature	-.157	-2.089	.038

Furthermore, regarding paternal parenting as presented in Table 11, among the four aspects of authoritative paternal parenting examined, only the paternal reasoning/induction aspect was found to have a positive and significant influence on academic resilience, with a significance value of 0.016 ($p < 0.05$) and a regression coefficient of 0.340. This means that the better the reasoning provided by fathers, the higher the academic resilience of overseas university students. Meanwhile, the aspects of paternal warmth and emotional involvement, paternal democratic participation, and paternal easy-going and friendly nature did not show a significant partial influence on academic resilience.

Table 11. Regression Test of Authoritative Paternal Parenting Aspects toward Academic Resilience

Variabel	B	t	Sig.
Paternal Warmth and Emotional Involvement	.017	.214	.831
Paternal Reasoning/Induction	.186	2.426	.016
Paternal Democratic Participation	.114	1.495	.136
Paternal Easy-going and Friendly Nature	-.032	-.408	.684

DISCUSSION

The findings of this study indicate that the main hypothesis was accepted, demonstrating that authoritative parenting has a significant effect on the academic resilience of out-of-town university students. Based on the results of the simple linear regression analysis, the significance value of 0.005 and the regression coefficient of 0.050 indicate a positive relationship between the two variables. This finding suggests that an increase in the application of authoritative parenting is accompanied by an increase in the academic resilience of out-of-town students. Accordingly, students who receive authoritative parenting from their parents tend to be better able to adapt, persist, and recover from academic pressures and challenges during their period of study. Although authoritative parenting from both mothers and fathers simultaneously showed a significant influence, there were differences in the most dominant aspects of each parental figure. For mothers, the most dominant aspects were democratic participation and easy-going and friendly behavior toward children. Meanwhile, for fathers, the most dominant aspect was reasoning/induction.

Active maternal involvement through two-way communication, which allows children to express their opinions, makes overseas university students feel more supported in dealing with academic pressure. This finding is consistent with previous studies showing that democratic parenting can enhance self-confidence, empathy, and the ability to build healthy social relationships, thereby helping overseas students adapt and cope with academic challenges more effectively (Zahra & Tibiana, 2025).

The easy-going and friendly aspect of maternal parenting should not be applied excessively. Research by Cui et al. (2021) suggested that excessive friendliness and warmth without firm disciplinary demands (overparenting) may weaken children's adaptive functioning. Children tend to avoid conflict or environmental pressure; consequently, when faced with real academic stress, they may lose resilience because they are not adequately trained to solve problems independently while living away from home (Lubis & Siregar, 2023).

Paternal reasoning refers to fathers' ability to provide guidance, logical explanations, discussions, and rational

arguments to children in dealing with various situations. By giving logical explanations behind every direction, children do not feel controlled, but rather encouraged to think critically. In an overseas environment far from parental supervision, this logical mindset provided by fathers guides university students to engage in independent problem-solving and apply problem-focused coping strategies when facing heavy academic demands (Oktafiani et al., 2024).

Study by Fauziah et al. (2020), which reported that authoritative parenting has a significant influence on students' academic resilience by providing a balance between emotional support and clear parental control. Zhang (2022) further emphasized that authoritative parenting fosters academic toughness because children are raised in supportive environments while still being provided with clear boundaries and responsibilities. In this context, the role of parents as primary educators serves as an essential foundation in shaping students' ability to cope adaptively with various academic pressures.

The results of this study extend Cassidy (2016) theory of academic resilience, which emphasizes the importance of cognitive, affective, and adaptive behavioral components. Balanced emotional support and parental control function as external factors that promote the development of perseverance and students' reflective and adaptive capacities in response to academically stressful situations. Authoritative parenting, characterized by warmth and discipline, provides a stable psychological foundation that enables students to maintain learning motivation and manage academic stress effectively (Nawaz et al., 2024).

In the context of out-of-town students, these findings underscore the important role of authoritative parenting in helping students cope with psychological challenges such as loneliness, anxiety, and difficulties in adaptation (Datuchtidha & Huwae, 2024). Out-of-town students who experience authoritative parenting tend to exhibit lower levels of stress and anxiety, as well as higher levels of social adaptation (Wang et al., 2024). Consistent with the findings of Masten & Coatsworth (1998), warm and consistent parenting has been shown to strengthen resilient characteristics, particularly among university students. Thus, this study contributes to the understanding that authoritative parenting not only supports psychological well-being but also serves as a protective factor in fostering the academic resilience of out-of-town students.

Nevertheless, this study has several limitations that should be considered. First, the use of simple linear regression analysis limits the findings to demonstrating a linear relationship between authoritative parenting and academic resilience among out-of-town students, without providing a deeper explanation of causal relationships. Second, this study did not account for other potential factors, such as social support, campus environment, or students' psychological conditions, which may also influence academic resilience. In addition, the data were collected using self-report questionnaires, which rely on participants' honesty

and subjective perceptions, thereby allowing for the possibility of response bias.

CONCLUSION

The results of this study indicate that the hypothesis was accepted, confirming that authoritative parenting plays an important role in enhancing the academic resilience of out-of-town university students. Parenting characterized by warmth, open communication, and firmness helps students develop independence, responsibility, and rational thinking skills when facing academic pressures during their education away from home, thereby functioning as a protective factor in challenging academic situations. These findings emphasize that academic resilience is influenced not only by internal factors but also by external factors, particularly parental support and guidance, which serve as an essential foundation for the resilience and psychological well-being of out-of-town students.

Based on these implications, out-of-town students are encouraged to maintain effective communication with their parents and to utilize available social support within the campus environment. Parents are expected to sustain authoritative parenting practices even when their children are studying away from home. In addition, higher education institutions are advised to provide academic mentoring programs and counseling services that support students' psychological well-being. Furthermore, future research is recommended to examine other relevant variables, such as campus environment and students' psychological conditions, and to employ more complex analytical methods or mixed-method approaches in order to achieve a more comprehensive understanding of academic resilience among out-of-town university students.

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ETHICAL APPROVAL

This study was conducted in accordance with established ethical standards for research involving human participants, including respect for individual autonomy, data confidentiality, and voluntary participation. The researchers ensured that all respondents received sufficient information and fully understood the research objectives, data collection procedures, potential benefits of the study, and the confidentiality of participants' identities. Participation was entirely voluntary and was confirmed through informed

consent obtained at the beginning of the online questionnaire administered via Google Forms.

DECLARATION OF INTEREST

The authors declare that there are no conflicts of interest of any kind, whether financial, institutional, or personal, that could potentially influence the research process, data analysis, or preparation of this manuscript.

DATA TRANSPARENCY

The authors are committed to maintaining transparency and scientific integrity regarding the data used in this study. The raw data obtained from the questionnaire responses, statistical analysis outputs, and other supporting research documents have been securely maintained and may be made available for academic verification purposes upon reasonable request to the corresponding author.

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AUTHORS' CONTRIBUTIONS

The authors' contributions to this manuscript are as follows:

- Gracia Virjini Juniarti Porayouw: Contributed to the research conceptualization, instrument development, data collection, statistical analysis, interpretation of findings, and preparation of the initial manuscript draft.
- Dewita Karema Sarajar: Contributed to research supervision, methodological refinement, feedback on data analysis, critical review of the manuscript content, and final approval of the manuscript prior to submission for publication.

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