



## The role of social support in predicting psychological well-being among private special needs school (SLB) teachers in Padang

Karina Amelia Putri<sup>1</sup>, Dewi Fitriana<sup>2</sup>, Rena Kinnara Arlotas<sup>3</sup>

<sup>1</sup>Department of Islamic Psychology, Faculty of Ushuluddin and Religious Studies,  
Universitas Islam Negeri Imam Bonjol, Padang, Indonesia

e-mail: <sup>1</sup>karinaameliaputri81@gmail.com, <sup>2</sup>dewifitriana@uinib.ac.id,  
<sup>3</sup>renakinnara@uinib.ac.id

### Article Info

**Manuscript Received**  
August 12<sup>th</sup> 2025

**Revision Accepted**  
February 2<sup>nd</sup> 2026

**Accepted for Publication**  
May 10<sup>th</sup> 2026

**doi:**  
<https://doi.org/10.21831/pri.v9i1.89141>

### Abstract

The existence of good social support was found to help special needs teachers cope with the demands of their work, thereby improving their psychological well-being. This study aimed to examine the influence of social support on the psychological well-being of private special needs teachers in Padang. This study employed a quantitative approach, with 246 teachers in the population and 153 in the sample. The sampling technique used was purposive sampling. Data on social support were collected using the Social Provision Scale (SPS), and data on psychological well-being were collected using the Psychological Well-Being Scale (PWBS). This study used a simple regression analysis technique. The results indicated that social support had a significant impact on the psychological well-being of private SLB teachers in Padang city, with a regression coefficient of 0.528, p-value < 0.00, and R-squared value of 27.9%. This meant that the higher the level of social support a person had, the higher their level of psychological well-being.

**Keywords:** *psychological well-being; social support; private special needs school teachers*

### Suggested citation

Putri, K.A., Fitriana, D., & Arlotas, R.K. (2026). The role of social support to psychological well being the private special needs school (SLB) teachers in Padang. *Psychological Research and Intervention*, 9(1), 39-48. <https://doi.org/10.21831/pri.v9i1.89141>

## **Introduction**

Special needs teachers have general duties that are almost the same as those of teachers in general. However, they are required to be supported by specialized skills and to adapt to the limitations of their students. For example, teachers who teach in special needs schools specifically for autistic children must have expertise in dealing with autistic children. The same applies to teachers who teach children who are deaf, blind, physically disabled, mute, or have intellectual disabilities. Another difference between teachers in public schools and those in special needs schools, as stated by Atuna and Harsono (2022), is that special needs teachers must have good mental readiness, namely the ability to remain patient, emotionally resilient, and able to adapt to the psychological challenges of transferring knowledge to students with special needs.

According to Santoso and Setiawan (2018), the presence of special needs teachers is essential to provide educational services for people with disabilities (physical, mental, intellectual, developmental, and sensory). Kaff (2004) stated that the profession of a special needs teacher is not easy, and working in the special needs education sector is much more challenging than in the general education sector. Ardianingsih, Mahmudah, and Rianto (2017) stated that this is because special needs teachers are required to carry out many roles simultaneously, such as acting as counselors, social workers, therapists, paramedics, and administrators.

The complexity of the tasks carried out by special needs teachers creates its own dynamics in performing their roles. Wardhani (2012) stated that expectations for optimal teaching quality and demands for professionalism in handling students with diverse characteristics increase the workload, thus causing educators to be stressed and even bored in their work. As explained by Rustiana (2024), some special needs teachers initially face difficulties in their work due to a limited understanding of the world of disabilities. Although they may have studied Special Needs Education (PLB), the academic material often does not fully reflect real conditions in the field, which can lead to feelings of frustration or lack of motivation. However, with adequate support from school leadership, teachers are able to regain motivation and effectively overcome the challenges of working with their students.

Accumulating problems also increase the stress experienced by special needs teachers, including problems with family, friends, parents, and students. Prawitasari (2012) states that various conditions such as limited insight, religiosity, socioeconomic conditions, family situations, and physical health can trigger stress in carrying out their duties as educators. This accumulation of problems has the potential to cause stress when teachers serve students at school. As explained by Pertana (2024) regarding the abuse of students by a special needs teacher in Gunungkidul, the perpetrator, a special needs teacher, admitted that he was stressed due to the accumulation of problems, including problems with his students. He also stated that he had difficulty controlling his emotions toward the student and that no other teachers helped him calm his emotions during the incident. The report also revealed that the teacher had a low level of patience, which impaired his ability to cope with stress when interacting with students.

According to Ryff and Singer (1996), stress, boredom, and impatience are signs that someone is experiencing problems within themselves. Ryff (2013) stated that someone with problems within themselves is not psychologically well. According to Huppert (2009), if someone is psychologically well, they continue to succeed in doing something, experience positive feelings, and think ahead about the consequences of their actions.

According to Ryff (2013), psychological well-being is an individual's positive feelings that influence their personality and their environment. When psychological well-being is maintained, individuals can adapt to their environment, face stress more calmly, and live a more meaningful life. Ardani and Istiqomah (2020) stated that someone who is able to control emotions and manage positive energy demonstrates psychological well-being.

Special needs teachers are required to have a variety of teaching resources and to develop specific strategies to improve the quality of their teaching. Furthermore, Ryff and Singer (1996)

stated that a person is considered to have psychological well-being if they are able to create a comfortable environment for themselves. Special needs teachers must also be able to make themselves and their students feel comfortable while carrying out their duties as educators and teachers.

Based on the research results of Diwanti and Abidin (2021) entitled "Psychological Well-Being of Special Needs Teachers at SLB X West Bandung," it was found that there are obstacles and demands in the work of special needs teachers. However, they were able to use available resources, such as school facilities and human resources (social support), to maintain and improve their work performance as special education teachers. The study referred to factors of psychological well-being as expressed by Daalen, Sanders, and Willemsen (2005), namely the existence of support from the social environment, both within and outside the school.

Daalen, Sanders, and Willemsen (2005) stated that social support plays a significant role as a source of emotional and instrumental strength that helps individuals cope with the pressures and burdens of daily life. The presence of close individuals who provide empathy, attention, and tangible assistance increases feelings of security, self-confidence, and appreciation, ultimately strengthening an individual's psychological well-being. According to Sulaeman and Kustimah (2024), good quality social support contributes to the creation of healthy interpersonal relationships and a sense of social connectedness, as good relationships are a crucial element in the dimensions of psychological well-being. Thus, it is understandable that there is a mutually related relationship between psychological well-being and social support, namely that increasing the quality of social support tends to have a positive impact on improving a person's psychological well-being. These findings reinforce the understanding that social support is an important aspect that can strengthen psychological well-being, especially for individuals facing complex work challenges that require high mental resilience.

According to Cutrona and Russell (1987), social support is a process whereby relationships develop, leading individuals to feel loved, valued, and able to provide assistance to others experiencing difficulties or stress in their lives. Kurniawan and Eva (2020) explain that social support can come from friends, family, partners, communities, and organizations, and is provided to offer a sense of care and comfort. Santoso and Setiawan (2018) add that social support makes it easier to navigate challenges.

Based on the research results of Viratama and Basaria (2024), a study conducted with teachers who were also parents of children with special needs found that existing social networks allow teachers and parents to exchange information and experiences. Positive perceptions of social support improve their mental well-being. Furthermore, open communication creates a collaborative atmosphere that supports them.

Taylor, Peplau, and Sears (2009) stated that social support is beneficial for managing psychological stress during difficult times, helping strengthen the immune system, and reducing the physiological impact of stress. According to Suwarjana (2022), other benefits include providing validation from others and support that helps individuals persevere over time. Furthermore, Smet (1994) stated that individuals who receive sufficient social support tend to be more optimistic and better able to face challenges.

Based on the research results of Muttaqinah and Novitasari (2015), it was concluded that there is a correlation between social support and the psychological well-being of special needs teachers. Social support obtained from various parties, such as family, colleagues, students, and the school environment, plays a role in increasing teachers' psychological resilience and work motivation. In the context of Special Needs Schools (SLB), the challenges faced by teachers tend to be more complex than in regular schools, so social support is an important factor in maintaining their psychological well-being. However, previous studies rarely focused specifically on private special needs teachers in Padang city, whose work environment and social support systems may differ from those in public schools. Therefore, it can be hypothesized that the higher the social support received, the greater the likelihood of teachers experiencing good psychological well-

## *The role of social support in predicting psychological well-being*

being, which is characterized by job satisfaction, positive emotions, and resilience to stress.

The phenomena and research results described above suggest that social support plays a positive role in improving the psychological well-being of special needs teachers. This study offers novelty by validating and extending previous findings in the specific context of private special needs teachers in Padang city. This research also has high urgency because teacher psychological well-being is crucial for improving the quality of special education and teachers' overall well-being. Therefore, the purpose of this study is to determine whether social support has an impact on the psychological well-being of private SLB teachers in Padang city.

### **Method**

This research used a quantitative correlational design, which aimed to examine the causal relationship between two variables, namely social support and psychological well-being. The population in this study was 246 private special needs teachers in Padang city, with a sample size of 153 people which was determined using the Slovin formula. The sampling technique used purposive sampling, which meant that the selected subjects had to meet the established criteria for the study. The criteria for this study were as follows: participants could be male or female, and they must have taught for at least one year in a special needs school, whether as civil servants or honorary staff.

Data were collected using Likert-type scales. Social support was measured using the Social Provision Scale (SPS) developed by Cutrona and Russel (1987), based on Weiss's social provision theory. The scale consists of six dimensions: guidance, reliable alliance, attachment, social integration, reassurance of worth, and opportunity to provide of nurturance. The instrument was adapted by Putra (2015) and consists of 24 items, with a reported reliability coefficient of  $\alpha = .890$ . Furthermore, psychological well-being was measured using the Psychological Well Being Scale (PWBS) based on Ryff's (2013) model, which includes six dimension: self-acceptance, positive relations with others, autonomy, purpose in life, personal growth, and environmental mastery. The instrument was adapted by Humaidah and Mulyono (2025) and consists of 18 items, with a reliability coefficient of  $\alpha = .800$ . Data analysis was conducted using descriptive statistics and prerequisite assumption tests followed by simple linear regression analysis to examine the predictive role of social support on psychological well-being.

### **Result and Discussion**

#### **Result**

This research was conducted at several private special education schools (SLB) in Padang. The subjects were 153 private special education teachers, who had taught there for at least one year. The study was conducted by distributing a research scale to the special education teachers in the form of a questionnaire.

The results of the variable categorization are divided into three groups, namely low, moderate, and high. In the variable social support consists of 24 statement items, if the subject answers the lowest value of all, namely 1, then the score obtained is  $1 \times 24 = 24$  (Xmin). Furthermore, if the subject answers the highest value of all, namely 4, then the score obtained is  $4 \times 24 = 96$  (Xmax). Range from the data is  $96 - 24 = 72$ . The normal curve generally consists of six standard deviations, so each standard deviation has a value of  $72 / 6 = 12$ . On the normal curve, the value mean always be in the middle, thus mean =  $(96 + 24) / 2 = 60$ . After getting the value mean and standard deviation, then find the score range for each category. The following are the results of the categorization of social support variable.

Table 1. Participant profile

No	Name of private special needs school	Total teachers
1.	SLB Muhammadhiyah Nanggalo	7 people
2.	SLB Kasih Ummi	5 people
3.	SLB Workshop	7 people
4.	SLB Autis Yayasan Mitra Ananda	10 people
5.	SLB Aslam Kids	8 people
6.	SLB Lumin Alisa	5 people
7.	SLB Amanah	5 people
8.	SLB Al-Mujadilah	5 people
9.	SLB Gema Insani	7 people
10.	SLB Autis Bima	9 people
11.	SLB YPAC Sumbar	8 people
12.	SLB Salsabila Indah	5 people
13.	SLB Wacana Asih	16 people
14.	SLB Al-Ishlah	10 people
15.	SLB Al-Hidayah	8 people
16.	SLB Al-Hikmah Reformasi	4 people
17.	SLB MGF Lubuk Buaya	5 people
18.	SLB Karya Padang	7 people
19.	SLB Bakti	10 people
20.	SLB YPPLB	12 people
<b>Total</b>		<b>153 people</b>

Based on table 2 below, it was found that of the 153 private SLB teachers studied, 9 people or 5.9% had the category social support low, 69 people or 45.1% have the category social support moderate, and 75 people or 49% have the category social support high. Based on the percentage size social support, private SLB teachers in Padang city can be categorized as high. The high category means that private SLB teachers have social support the good one.

Table 2. Categorization of Social Support Variable

Score	Frequency	Categorization	Percentage
24 – 47,5	9	Low	5,9%
48 – 71,5	69	Moderate	45,1%
72 – 96	75	High	49%
<b>Total</b>	<b>153</b>		<b>100%</b>

On the variable psychological well-being this consists of 18 statement items. If the subject answers the lowest value of all, namely 1, then the score obtained is  $1 \times 18 = 18$  (Xmin). Furthermore, if the subject answers the highest value of all, namely 4, then the score obtained is  $4 \times 18 = 72$  (Xmax). Range from the data is  $72 - 18 = 54$ . The normal curve generally consists of six standard deviations, so each standard deviation has a value of  $54 / 6 = 9$ . On the normal curve, the value mean always be in the middle, thus  $\text{mean} = (72 + 18) / 2 = 45$ . After getting the value mean and standard deviation, then find the score range for each category. The following are the results of the categorization of psychological well-being variable.

Based on table 3 below, it was found that of the 153 private SLB teachers studied, 7 people with a percentage of 4.6% had the category psychological well-being low, 51 people with a percentage of 33.3% have the category psychological well-being moderate, and 95 people with a percentage of 62.1% have the category psychological well-being high. Based on the percentage size psychological well-being, private SLB teachers in Padang city can be categorized as high. The high

## *The role of social support in predicting psychological well-being*

category means that private SLB teachers have psychological well-being or good psychological well-being and being able to face challenges or problems that occur in life.

Table 3. Categorization of psychological well-being variable

Score	Frequency	Categorization	Percentage
18 – 35.5	7	Low	4,6%
36 – 53.5	51	Moderate	33,3%
54 – 72	95	High	62,1%
<b>Total</b>	<b>153</b>		<b>100%</b>

Based on table 4 below, it can be seen that the Kolmogorov-Smirnov Z value (Z value) for the psychological well-being variable is 1.324 and for the social support variable is 1.180. Furthermore, the 2-tailed Asymptotic Significance value (P value) for the psychological well-being variable is 0.060 and for the social support variable is 1.124. The significance of each variable in this study appears to be greater than 0.05 (P value > 0.05), so the data are normally distributed. Thus, it can be concluded that the social support scale and the psychological well-being scale are normally distributed.

Table 4. Descriptive Statistics of Normality Test Results

Variable	Z	P	Explanation
<i>Psychological Well-Being</i>	1,324	0,060	Normal
<i>Social Support</i>	1,180	1,124	Normal

Based on table 5 below, it can be seen that the significance value for linearity is 0.000, meaning the significance value is less than 0.05 (P value < 0.05 = 0.00 < 0.05). Therefore, it can be concluded that the variable social support and variables psychological well-being has a linear effect. The linearity test has been met, so the research hypothesis can be tested.

Table 5. Descriptive statistics of linearity test results

	F	P	Explanation
Psychological Well-Being Social Support	2.591	0.000	Linier

Based on table 6 below, the calculation results between social support to psychological well-being in private SLB teachers in Padang city, a constant of 25.997 was obtained and the predictor regression coefficient value was 0.402. Thus, it was concluded that between social support to psychological well-being on private SLB teachers in Padang city shows that the significance value is 0.000 meaning  $P < 0.05$  with a simple regression equation of  $Y = 25.997 + 0.402X$ . This regression model means that every increase of one score point on X or social support private SLB teachers will increase by 0.402 on the variable psychological well-being.

Table 6. Descriptive of Hypothesis Test Results

	Unstandardized Coefficients		Standardized Coefficients	P	Explanation
	B	Constant	Beta		
Psychological well-being social support	0.402	25.997	0.528	0.000	Significant

The regression model examining the effect of social support on psychological well-being among private SLB teachers in Padang city was statistically significant ( $\beta = .528$ ,  $p < .001$ ). The model had an F-value of 2,591, with degrees of freedom  $df = 3,90$ , and explained 27,9% of the variance in psychological well-being ( $R^2 = 0,279$ ). This indicates that higher social support is

associated with higher psychological well-being, while lower social support is associated with lower psychological well-being among private SLB teachers.

Based on table 7 below, it is known that the R value square ( $R^2$ ) or contribution social support to psychological well-being shows the number 0.279 which means social support has a contribution of 27.9% to psychological well-being. Meanwhile, the remaining 72.1% is determined by other factors and aspects not examined in this research.

Table 7. Descriptive of Determination Hypothesis Test Results

	<i>r</i>	$R^2$	Percentage
Psychological Well-Being Social Support	0.528	0.279	27.9%

## Discussion

The research results show that social support has a significant positive influence on the psychological well-being of private special education (SLB) teachers in the City of Padang. These findings indicate that the higher the social support received by teachers, the higher the level of psychological well-being they experience. Social support from the surrounding environment serves as a source of both emotional and practical strength that helps teachers face various work demands.

The professional context of SLB teachers shows that social support is a very important factor because their work presents more complex challenges compared to teachers in general. SLB teachers are not only responsible for delivering learning materials, but also for adjusting teaching methods to the special needs of students who have certain limitations. These conditions often cause psychological pressure, emotional exhaustion, and feelings of boredom in carrying out their work. The presence of social support from colleagues, family, and the surrounding environment helps SLB teachers manage this pressure so that their psychological condition remains stable.

The theory of social support explains that social support functions as a buffer against the stress experienced by individuals. Forms of support such as attention, empathy, practical assistance, and appreciation make individuals feel valued and not face problems alone. Feeling supported by the environment encourages the emergence of a sense of security, self-confidence, and a better ability to deal with various life challenges. Daalen, Sanders, and Willemssen (2005) argue that social support can be a source of emotional and instrumental strength that helps individuals face the pressures of everyday life.

The research findings also show that the levels of social support and psychological well-being among private SLB teachers in the City of Padang are in the high category. This condition indicates that teachers have fairly good social relationships with their surrounding environment, enabling them to receive emotional as well as practical assistance when facing difficulties in their work. Positive social relationships contribute to the formation of better psychological well-being because one dimension of psychological well-being is the individual's ability to build positive relationships with others.

Good social support allows SLB teachers to feel more appreciated and understood in carrying out their profession. Feeling valued and accepted by the social environment can increase self-confidence, life satisfaction, and individuals' ability to face various work demands. Sulaeman and Kustimah (2024) state that good quality social support can strengthen interpersonal relationships and increase a sense of social connectedness, which is one of the important components of psychological well-being.

The research results also show that social support only contributes 27.9% to psychological well-being. This condition indicates that there are still other factors that influence the psychological well-being of SLB teachers. These factors include working conditions, workload, work experience, individual personality, coping strategies for stress, and job satisfaction. Psychological well-being is

## *The role of social support in predicting psychological well-being*

a complex concept because it is influenced by various aspects that originate both from within the individual and from the surrounding environment.

The conclusion of the study emphasizes that the presence of social support is one of the important factors in improving the psychological well-being of SLB teachers. Support from family, colleagues, and the social environment helps teachers cope with work pressure, reduce stress, and improve their ability to perform their duties optimally.

### **Conclusion**

Level psychological well-being and social support the level of well-being among private special needs teachers in Padang city is high. This means that private special needs teachers have psychological well-being because they can cope with stress and boredom from work and the burdens of life. They also have good social support in their lives, both when there are no problems and when there are stress or problems. Based on the results of the research data analysis, it was found that there is an influence social support to psychological well-being on private special needs teachers in Padang city. Judging from the simple regression test, it can be interpreted that social support to psychological well-being has a positive effect. This means that the higher social support private SLB teachers, the higher psychological well-being. And vice versa, the lower it is social support private SLB teachers, the lower it is psychological well-being. Therefore, it can be concluded that social support has a significant positive influence on psychological well-being private special needs teachers are expected to maintain and seek positive social support within their environment. This is intended to help them cope with stress, boredom, and the burdens of life without disrupting their psychological well-being. Future researchers are expected to be able to link these variables psychological well-being and social support with other variables such as religiosity, socio economic status, personal competence, and self-acceptance to deepen the relationship between social support and psychological well-being.

### **References**

- Andarini, S. R., & Fatma, A. (2013). Hubungan antara distress dan dukungan sosial dengan prokrastinasi akademik pada mahasiswa dalam menyusun skripsi. *Talenta Psikologi*, 2, 159–179. <https://jurnal.usahidsolo.ac.id/index.php/JTL/article/view/561>
- Ardani, T. A., & Istiqomah. (2020). *Psikologi positif: Perspektif kesehatan mental Islam*. Bandung: PT Remaja Rosdakarya.
- Ardianingsih, F., Mahmudah, S., & Rianto, E. (2017). Peran guru dalam implementasi kurikulum 2013 pendidikan khusus pada SLB di Sidoarjo. *Jurnal Pendidikan (Teori dan Praktik)*, 2(1), 21–30. <https://doi.org/10.59581/jmpb-widyakarya.v1i2.375>
- Atuna, N. Y., & Harsono, Y. T. (2022). Hubungan antara self efficacy dengan psychological well being pada guru SLB di kota Malang. *SENACAM: Seminar Nasional Mahasiswa*, 1 (1), 19–28
- Cutrona, C. E., & Russel, D. W. (1987). The provisions of social relationships and adaptation to stress. *Advances in Personal Relationships*, 1, 37–67.
- Daalen, G. V, Sanders, K., & Willemsen, T. M. (2005). Sources of social support as predictors of health, psychological well-being and life satisfaction among Dutch male and Female dual-earners. *Journal of Women & Health*, 41(2), 43–62. [https://doi.org/10.1300/J013v41n02\\_04](https://doi.org/10.1300/J013v41n02_04)

- Diwanti, Y. S., & Abidin, Z. (2021). Psychological well-being guru pendidikan luar biasa di SLB X Bandung Barat. *PSYCHE: Jurnal Psikologi Universitas Muhammadiyah Lampung*, 3(1), 1–21. <https://doi.org/10.36269/psyche.v3i1.278z>
- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Journal Compilation Applied Psychology: Health and Well-Being*, 1(2), 137–164. DOI: 10.1111/j.1758-0854.2009.01008.x
- Kaff, M. S. (2004). Multitasking is Multitaxing: Why special educators are leaving the field. *Preventing School Failure*, 48(2), 10–17.
- Kurniawan, S. R., & Eva, N. (2020). Hubungan antara dukungan sosial dengan kesejahteraan psikologis pada mahasiswa rantau. *Prosiding Seminar Nasional Dan Call Paper “Psikologi Positif Menuju Mental Wellness” Fakultas Pendidikan Psikologi Universitas Negeri Malang Bersama Asosiasi Psikologi Positif Indonesia (AP2I)*, 1(1), 152–162. <http://conference.um.ac.id/index.php/psi/article/view/28>
- Muttaqinah, A. U., & Novitasari, R. (2015). Hubungan antara dukungan sosial dan kesejahteraan psikologis guru sekolah luar biasa. *Intuisi: Jurnal Psikologi Ilmiah*, 7(2), 126–136.
- Pertana, P. R. (2024). *Disdikpora DIY beberkan hasil pemeriksaan guru SLB Gunungkidul aniaya murid*. <https://www.detik.com/jogja/berita/d-7582009/disdikpora-diy-beberkan-hasil-pemeriksaan-guru-slb-gunungkidul-aniaya-murid> Dikutip Pada Tanggal 26 Maret 2025
- Prawitasari, J. E. (2012). *Psikologi terapan: Melintas batas disiplin ilmu*. Erlangga: Jakarta.
- Rustiana, A. (2024). *Kunci keberhasilan guru SLB dan ortu mendidik anak disabilitas*. <https://www.detik.com/jabar/jabar-gaskeun/d-7117431/kunci-keberhasilan-guru-slb-dan-ortu-mendidik-anak-disabilitas> Dikutip Pada Tanggal 25 Maret 2025
- Ryff, C. D. (2013). Psychological well-being revisited: Advanced in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28. <https://doi.org/10.1159/000353263>
- Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychoterapy research. *Psychoter Psychosom*, 65(1), 14–23. <https://doi.org/10.1159/000289026>
- 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), 27–39. <https://doi.org/10.22146/jpsi.25011>
- Smet. (1994). *Psikologi kesehatan*. Jakarta: PT Gramedia Widiasarna Indonesia.
- Stanley, M., & Beare, P. G. (2007). *Buku ajar keperawatan gerontik*. Jakarta: EGC.
- Sulaeman, M. K., & Kustimah. (2024). Hubungan perceived social support dengan psychological well-being pada ibu bekerja. *Jurnal Psikologi Sains & Profesi*, 8(1), 52–65. <https://doi.org/10.24198/jpsp.v8i1.53033>
- Suwarjana. (2022). *Konsep pengetahuan, sikap, perilaku, persepsi, stres, kecemasan, nyeri, dukungan sosial, kepatuhan, motivasi, kepuasan, pandemi covid-19, akses layanan kesehatan lengkap dengan teori*. Yogyakarta: ANDI

*The role of social support in predicting psychological well-being*

Taylor, S. E., Peplau, L. A., & Se Ars, D. O. (2009). *Psikologi sosial edisi. 12*. Jakarta: Kencana.

Viratama, D. N. S., & Basaria, D. (2024). Gambaran bentuk dukungan sosial yang diterima guru yang sekaligus sebagai orang tua dari anak berkebutuhan khusus. *Inovasi Pembangunan: Jurnal Kelitbangan*, 12(3), 1–20.

Wardhani, D. T. (2012). Burnout di kalangan guru sekolah luar biasa di kota Bandung. *Jurnal Psikologi UNDIP*, 11(1), 73–82.