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THE INFLUENCE OF FAMILY SUPPORT BASED ON ISLAMIC VALUES ON COLLEGE STUDENTS' PERCEPTIONS OF THE IMPORTANCE OF MENTAL HEALTH

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Abstract: *Mental health is an important aspect of college students' lives because it affects their academic performance, ability to adjust, and psychological well-being. However, some students still have varying understandings and perceptions regarding the importance of mental health; therefore, support from their immediate environment—especially their families—is needed to help foster positive perceptions of mental health. This study aims to determine the effect of family support on college students' perceptions of the importance of mental health. This study employs a quantitative approach with a causal-associative design. The sample consisted of 100 college students who served as research respondents. Data were collected through the distribution of a questionnaire that had been tested for validity and reliability. The results indicate that family support has a significant effect on students' perceptions of the importance of mental health, with a regression coefficient (β) of 0.404 and a p-value of 0.000 (<0.05). Family support accounts for 16.2% of the variation in students' perceptions regarding the importance of mental health. These findings indicate that attention, emotional support, communication, and motivation from the family play a role in shaping students' understanding and awareness of the importance of maintaining mental health. This study contributes to expanding the body of research in Islamic Counseling on the role of the family in supporting students' psychological health. In practical terms, the research results underscore the importance of the involvement of families, universities, and the social environment in raising students' awareness of mental health. Further research is recommended to develop a research model that incorporates other factors such as religiosity, mental health literacy, and peer support.*

Keywords: *Family Support; Perceptions of Mental Health; Islamic Values; College Students; College Students' Mental Health Literacy; Psychological Well-Being.*

INTRODUCTION

Higher education institutions are formal educational institutions at the higher education level that serve as a means of developing the intellectual, emotional, and social potential of students. Students are viewed as individuals in the early stages of adulthood who are expected to possess critical thinking skills, independence, and more complex academic and social responsibilities compared to previous levels of education (Dewa, 2025; Green et al., 2007). At this stage, students are not only expected to achieve academic success but also to adapt to various changes in their roles and new social environments, such as increased academic demands, broader social interactions, and greater personal responsibilities compared to previous levels of education (Munthe & Saragi, 2023).

In the course of their academic lives, students are often confronted with various pressures, whether stemming from academic demands, social relationships, economic circumstances, or family expectations. Ongoing stress can affect students' psychological well-being and potentially lead to mental health issues such as stress, anxiety, and even depression. Mental health is a critical aspect because it directly influences students' quality of life, ability to adapt, and academic success (Fauziah & Ardiansyah, 2025).

The urgency of mental health issues among college students is supported by various empirical data. According to the 2024–2025 Healthy Minds Study, which involved approximately 84,000 college students from 135 institutions, 37% of students experienced moderate to severe symptoms of depression, with 18% of them falling into the severe depression category (Healthy Minds Network & UCLA Health Policy, 2025). In Indonesia, the 2023 Indonesian Health Survey (SKI) report indicates that the highest prevalence of depression is found among the 15–24 age group at 2%, with 61% of young people experiencing depression having had thoughts of ending their lives (Ministry of Health of the Republic of Indonesia, 2024). Additionally, results from the Indonesia-National Adolescent Mental Health Survey (I-NAMHS) indicate that 34.9% of Indonesian adolescents experience mental health issues, and 5.5% of them have a mental disorder (Eisenberg & Lipson, 2025; Lintang et al., 2025). These data indicate that college students, as a young adult demographic, are a group vulnerable to mental health issues and therefore require support from various environments, including families and educational institutions.

This high level of mental health indicates that mental health issues among college students are not only related to a high risk of experiencing psychological problems but also to how students understand, interpret, and form perceptions regarding the importance of mental health. Mental health is not merely the absence of psychological disorders but also encompasses an individual's ability to manage emotions, cope with life's pressures, and function effectively in social settings. However, students' understanding and perceptions regarding the importance of mental health still vary (Putri, 2019). Some students are well aware of the importance of maintaining mental health, while others still view mental health in a limited and superficial manner, often equating stress with severe mental disorders (Dewa, 2025). These inaccurate perceptions can lead to low awareness of the need to maintain mental health and a reluctance to seek help when experiencing psychological problems (Labiq et al., 2023).

From an Islamic perspective, *nafs al-muṭma'innah* is understood as a state of inner peace, characterized by faith in Allah, sincerity in one's deeds, acceptance of His decrees, and a tendency to love what is good and avoid what is evil. This tranquility of the soul is attained through spiritual closeness to Allah SWT, making *nafs al-muṭma'innah* an indicator of the quality of human spiritual development (Afandi, 2021). This concept aligns with the objectives of *maqāṣid al-syarī'ah*, particularly in safeguarding the soul and the mind as an effort to achieve the public good and improve the quality of human life (Pakungwati & Desti Anggraeni, 2023). Thus, mental health in Islam is not only related to psychological aspects but also encompasses a spiritual dimension that fosters a harmonious relationship between humans and Allah SWT, themselves, and their social environment. This is as stated by Allah SWT in Surah Ar-Ra'd, verse 28: "Know that it is through the remembrance of Allah that hearts find peace," which indicates that inner peace is one of the foundations of mental health from an Islamic perspective.

Students' perceptions of mental health are influenced by various factors, one of which is their immediate environment, particularly their family. The family is the primary social unit that significantly influences the formation of an individual's attitudes, values, and perspectives, including their understanding of mental health. Family support can take the form of emotional support, attention, motivation, and open communication. This support serves as a protective factor that helps students manage stress and fosters a positive perception of the importance of mental health (Ahmad Labiq et al., 2023; Fauziah & Ardiansyah, 2025).

In Islamic teachings, the family is viewed as the first *madrasah* (*al-usrah al-madrasah al-ūlā*) that plays a fundamental role in shaping a child's character, personality, and mental resilience from an early age (Merlianda et al., 2026). Family harmony is built on the principles of *sakinah* (love), *mawaddah* (love), and *rahmah* (compassion), as affirmed by Allah SWT in Surah Ar-Rum, verse 21, thus creating an environment that supports the psychological and spiritual development of family members. Furthermore, Islam also emphasizes the responsibility of parents to care for and guide their families, as stated in the Quran, Surah At-Tahrim, verse 6, which commands every believer to protect themselves and their families from destruction. This form of family education is exemplified in Surah Luqman, verses 13 to 19, through advice, wise communication, instilling faith, fostering morals, and strengthening moral responsibility (Samsuri, 2021). Therefore, family support from an Islamic perspective encompasses not only emotional and social support but also spiritual training that can shape positive perceptions and strengthen individual mental health.

Numerous studies on family support and college students' mental health have been conducted and have shown a correlation between social support and various psychological aspects of college students. Based on their research focus, previous studies can be grouped into three main themes. First, studies on family support for college students' mental health indicate that family support plays a crucial role in maintaining students' psychological well-being. Fauziah & Ardiansyah (2025) found that social support is associated with students' mental health. In line with this, Labiq et al. (2023) found that family support plays a role

in students' mental health. Forms of support such as good communication, attention, and emotional support are factors that can help students cope with various challenges during their college years. From an Islamic perspective, Pakungwati & Desti Anggraeni (2023) explain that the family plays a vital role in fostering mental health by providing emotional support, instilling religious values, and creating an environment that supports an individual's psychological development. A similar point is made by Zulkarnain & Fatimah (2019), who emphasize that the family is the primary environment that plays a role in fostering inner peace, emotional balance, and how individuals view various life issues.

Second, research on family support for students' psychological well-being shows that family support is related to students' quality of life, stress levels, and academic motivation. Na'im's (2020) study on out-of-town students at Mercu Buana University in Yogyakarta revealed a positive relationship between family support and students' quality of life. The findings of Safitri's (2022) study indicate that students who receive strong family support tend to have a higher quality of life compared to those who receive little family support. Furthermore, it was found that family support is related to the stress levels of students who are writing their theses. The support provided by families is seen as helping students cope with the academic pressures that arise during the process of completing their final projects. Research by Kerenly & Salamor (2022) also shows that family support is linked to students' academic motivation. The support provided by families can serve as a source of encouragement and motivation for students as they go through the learning process.

Third, research on the role of family support in shaping perceptions of mental health remains limited. Dewa (2025) found that the social environment—including family and peers—plays a role in shaping college students' perceptions of mental health issues. These findings suggest that the social interactions college students experience can influence their perspectives on the importance of mental health.

Based on this review, research on family support has primarily focused on its relationship to mental health, stress, academic motivation, and students' quality of life. Meanwhile, studies specifically examining the influence of family support on students' perceptions of the importance of mental health remain limited, particularly among students in the Islamic Counseling and Guidance Program. Most previous studies were conducted on students in general, students living away from home, or students writing their theses; thus, they do not yet reflect the characteristics of students in the Islamic Counseling and Outreach Program, who are training to become counselors, outreach workers, and community mentors grounded in Islamic values.

Students in the Islamic Counseling and Guidance Program have distinct characteristics compared to students in general academic programs because they are not only prepared to understand the psychological aspects of individuals but also serve as prospective counselors, educators, and community mentors grounded in Islamic values. Therefore, an understanding of mental health is a crucial aspect for students in this program—not only for their own well-being but also as professional preparation for fulfilling their roles in society. In this context, family support is a crucial factor to examine because, from an

Islamic perspective, the family serves as the primary environment for fostering inner peace, strengthening spiritual values, and building an individual's psychological resilience.

The novelty of this study lies in its focus on examining the influence of family support on students' perceptions of the importance of mental health among students in the Islamic Counseling and Guidance Program. Unlike previous studies, which have primarily examined the impact of family support on specific psychological conditions, this study emphasizes how family support shapes students' awareness and perspectives on mental health by integrating psychological perspectives with Islamic values. Thus, this study aims to expand the body of research on the role of family support in shaping students' perceptions of the importance of mental health among students in the Islamic Counseling and Guidance Program.

Theoretically, this study is expected to contribute to the development of research on Islamic Counseling and Guidance, particularly in understanding the relationship between family support, perceptions of mental health, and social environmental factors from an Islamic perspective. Practically, this study is expected to serve as a basis for students to raise awareness of the importance of mental health; for families to understand their role as a source of psychological and spiritual support; and for the Islamic Counseling and Guidance Study Program and counselors to develop counseling strategies that are more responsive to students' mental health needs.

RESEARCH METHOD

This study employs a quantitative approach with a causal-associative design to analyze the influence of family support on students' perceptions of the importance of mental health. A quantitative approach was chosen because this study aims to test hypotheses through statistical analysis of numerical data (Sugiono, 2021). The causal-associative research design was selected because this study focuses on the causal relationship between the independent and dependent variables. The study was conducted in the Islamic Counseling and Outreach Program at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra.

The population for this study consisted of all active students enrolled in the fall semester of the 2025/2026 academic year in the Islamic Counseling and Outreach Program at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra, totaling 248 students. The sampling technique used was purposive sampling, which is a sampling technique based on specific considerations or characteristics relevant to the research objectives. This technique was chosen because the study required not only respondents from the general student population but specifically students whose characteristics aligned with the research focus on family support and perceptions regarding the importance of mental health.

The inclusion criteria for this study are as follows: (1) active students in the Islamic Counseling and Extension Study Program at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra, during the odd semester of the 2025/2026

academic year; (2) willingness to participate as research respondents; and (3) completion of the questionnaire in full. Meanwhile, the exclusion criteria for this study are students who do not meet these criteria or who provide incomplete questionnaire responses. These criteria were selected because students in the Islamic Counseling and Outreach Study Program are involved in mental health studies and are prepared to understand individual counseling based on psychological approaches and Islamic values, making them relevant to the research objectives.

Based on the purposive sampling technique used, the sample size was determined by the availability of respondents who met the study criteria. The sample size for this study was 100 respondents. This number was chosen to obtain sufficient data and to reduce the potential for bias resulting from incomplete or invalid data.

The research instrument used a questionnaire in the form of a five-point Likert scale, namely strongly disagree, disagree, undecided, agree, and strongly agree. The research instrument used a questionnaire in the form of a five-point Likert scale developed based on House's theory of family support and Anthony F. Jorm's theory of mental health perceptions. The family support variable (X) encompasses four aspects emotional, instrumental, informational, and appreciative support with 16 statement items, while the variable on the perception of the importance of mental health (Y) includes understanding, attitude, awareness of maintaining mental health, and views on its impact, with 16 statement items. The instrument was developed in accordance with the context of students in the Islamic Counseling and Guidance Study Program by translating the indicators into statement items. The validity test results showed that all items in the instrument were valid, while the reliability test indicated that the instrument had good consistency, making it suitable for use in research.

Table 1. Research Instrument

Variable	Variable Type	Indicator
Family Support (House's Theory)	Independent Variable (X)	1. Emotional Support 2. Instrumental Support 3. Informational Support 4. Appraisal Support
Student Perception of the Importance of Mental Health (Y) (Anthony F. Jorm's Theory)	Dependent Variable	1. Understanding of Mental Health 2. Attitude Toward Mental Health 3. Awareness of Maintaining Mental Health 4. View of the Impact of Mental Health

Data analysis was conducted using IBM SPSS Statistics version 25. The analysis steps included validity tests, reliability tests, normality tests, linearity tests, and simple

linear regression analysis to determine the effect of family support on students' perceptions of the importance of mental health. The research data were analyzed descriptively and inferentially to support the research conclusions. Simple linear regression was chosen because this study aimed to determine the effect of one independent variable—family support—on one dependent variable—students' perceptions of the importance of mental health. Before conducting the regression analysis, this study first tested the regression assumptions through normality and linearity tests to ensure that the data met the requirements for analysis.

RESULT AND DISCUSSION

Result

The purpose of this study is to analyze the influence of family support on students' perceptions of the importance of mental health among students in the Islamic Counseling and Extension Program at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra. This study involved 100 students from the Islamic Counseling and Outreach Study Program, Faculty of Da'wah and Communication, State Islamic University of North Sumatra, as research respondents. The data were analyzed using SPSS Statistics 25 for Windows, yielding the following descriptive statistics:

Table 2. Description of Research Results

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Family Support (X)	100	44.00	73.00	60.1800	8.17903
Student Perception of the Importance of Mental Health (Y)	100	37.00	79.00	61.2900	9.70920
Valid N (listwise)	100				

Based on Table 2, which describes the research results, it is evident that the number of respondents in this study was 100 students. For the Family Support variable (X), the minimum score was 44.00 and the maximum score was 73.00. The mean score for this variable was 60.1800, with a standard deviation of 8.17903. These results indicate that the family support received by students is at a relatively positive level. This suggests that students generally receive support from their families that helps them navigate their academic journey and cope with the various demands of college life. Additionally, the standard deviation being smaller than the mean indicates that the data for the Family Support variable tends to be homogeneous—that is, the values do not deviate too far from the average.

Meanwhile, for the variable “Students’ Perceptions of the Importance of Mental Health” (Y), the minimum value was 37.00 and the maximum value was 79.00. The mean was 61.2900 with a standard deviation of 9.70920. These values indicate that the students in this study generally have a fairly good understanding and perspective on the importance of mental health. This suggests that students are beginning to recognize the importance of maintaining their psychological well-being in both their academic and personal lives. The standard deviation, which is also smaller than the mean, indicates that the respondents’ answers are relatively stable and do not show significant differences among respondents.

Overall, the results of the descriptive analysis indicate that both research variables fall into the “fairly good” category. The mean value for the variable measuring students’ perception of the importance of mental health—which is slightly higher than that for family support—indicates that students have a good awareness of the importance of mental health. This condition is believed to be influenced by the family support provided to students, whether in the form of attention, emotional support, or motivation. Thus, the data from this study can be used for further analysis to determine the effect of family support on students’ perceptions of the importance of mental health.

1. Instrument Validity Test

A validity test was conducted to determine the ability of each statement item to measure the variables under study. The test results showed that all statement items for the Family Support (X) and Students’ Perceptions of the Importance of Mental Health (Y) variables had calculated *r* values greater than the table *r* value of 0.196; therefore, all items were deemed valid.

For the Family Support (X) variable, the highest calculated *r* value was found in item X2 at 0.623, while the lowest calculated *r* value was found in item X8 at 0.220. Nevertheless, all items still met the validity criteria because their calculated *r* values were greater than the table *r* value. These results indicate that each family support indicator used in this study is capable of representing the concept of family support in accordance with the research objectives. Thus, these items can be used to describe students’ experiences regarding the forms of support provided by their families.

Meanwhile, for the variable “Students’ Perceptions of the Importance of Mental Health” (Y), the highest calculated *r* value was found for item Y2 at 0.685, and the lowest calculated *r* value was found for item Y14 at 0.365. Based on these results, it can be concluded that all statement items in the Family Support (X) and Students’ Perceptions of the Importance of Mental Health (Y) variables are suitable for use as research instruments because they meet the validity criteria. Having passed the validity test, the research instrument is sufficiently capable of measuring the variables under study, so that the data obtained can be used to address the research objective regarding the effect of family support on students’ perceptions of the importance of mental health.

2. Instrument Reliability Test

Table 3. Reliability Test

Variable	Cronbach's Alpha	Criteria	Remarks
Family Support (X)	,745	0.70	Reliable
Student Perception of the Importance of Mental Health (Y)	,812	0.70	Reliable

Based on the table 3 above, the reliability test results show that all research instruments have a Cronbach's Alpha value above the minimum reliability threshold of 0.70. The Family Support variable (X) obtained a Cronbach's Alpha value of 0.745, while the variable Students' Perceptions of the Importance of Mental Health (Y) obtained a value of 0.812. These values indicate that the items in the instruments demonstrate a good level of consistency in measuring their respective research variables. This means that each statement in the Family Support variable consistently captures the forms of support received by students, while the items in the Perception of Mental Health variable consistently reflect students' understanding and views regarding the importance of mental health.

This indicates that both variables possess a good level of internal consistency, thereby establishing the research instrument as reliable and suitable for use as a data collection tool in this study. Consequently, each statement item within both variables is capable of providing consistent and trustworthy measurement results for use in subsequent stages of the research analysis.

3. Classical Assumptions Test

a. Normality Test

A normality test was conducted to determine whether the residuals in the regression model are normally distributed. The normality test was performed using the Kolmogorov-Smirnov and Shapiro-Wilk tests on the standardized residuals. The test results show that the p-value for the Kolmogorov-Smirnov test is 0.081 and for the Shapiro-Wilk test is 0.062. Both p-values are greater than 0.05. Thus, it can be concluded that the residual data are normally distributed, meaning the normality assumption in this study has been met. These results indicate that the distribution pattern of the research data does not exhibit significant deviations; therefore, the relationship between the family support variable and students' perceptions of the importance of mental health can be analyzed using a parametric statistical approach. Consequently, the data are suitable for parametric statistical analysis, including simple linear regression analysis.

b. Linearity Test

A linearity test was conducted to determine whether there is a linear relationship between the Family Support variable (X) and Students' Perceptions of the Importance of Mental Health (Y). Based on the results of the linearity test after data transformation, the significance value for the deviation from linearity was 0.051, which is greater than 0.05. These results indicate that there is a significant linear relationship that satisfies the assumption of linearity between the Family Support variable. Based on these results, the data are suitable for analyzing the effect of Family Support on Students' Perceptions of the Importance of Mental Health because the assumption of linearity has been met.

4. Simple Linear Regression Analysis

Simple linear regression analysis was used to test the hypothesis regarding the effect of the Family Support variable (X) on Students' Perceptions of the Importance of Mental Health (Y). The results of the statistical analysis, conducted using SPSS, are presented in the following table:

Table 4. Regression Analysis Results

Coefficients					
Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	32,532	6,666	0	4,880	,000
Total X	,478	,110	,404	4,353	,000

a Dependent variable: Total Y

Based on Table 4, the following regression equation was obtained:

$$Y = 32.532 + 0.478X$$

Based on the results of the regression analysis, the regression equation can be interpreted as follows. The constant value of 32.532 indicates that if the Family Support variable is zero (0), then the score for Students' Perception of the Importance of Mental Health is predicted to be 32.532 units. The regression coefficient for the Family Support variable is 0.478, which is positive. This indicates a positive relationship, where a one-unit increase in the Family Support variable is associated with a 0.478-unit increase in students' perceptions of the importance of mental health. This positive coefficient value indicates that family support has a positive effect on the formation of students' perceptions regarding mental health. This means that the presence of family support not only serves as assistance in dealing with academic and personal problems but can also contribute to building students' understanding and awareness of the importance of maintaining mental health.

Based on the results of the hypothesis test using the t-test in a simple linear regression analysis, a significance value of 0.00 was obtained, which is less than 0.05.

This indicates that H_0 is rejected and H_1 is accepted; thus, it can be concluded that family support has a significant effect on students' perceptions of the importance of mental health. These results indicate that family support is one of the factors that plays a role in explaining the variation in students' perceptions of mental health. However, it is important to note that students' perceptions may also be influenced by other factors outside the scope of this study.

Based on the results of the simple linear regression analysis in the Coefficients table, a significance value (Sig.) of 0.000 was obtained. This value is less than 0.05 ($0.000 < 0.05$), thus statistically indicating that the Family Support variable has a significant effect on students' perceptions of the importance of mental health. Thus, the null hypothesis (H_0), which states that there is no effect of family support on students' perceptions of the importance of mental health, is rejected, while the alternative hypothesis (H_1) is accepted.

These findings also demonstrate that family can be a key environment that shapes how students understand and respond to mental health issues. This finding aligns with House's (2022) theory of social support, which explains that social support provided through emotional, instrumental, informational, and esteem aspects can help individuals cope with stress and build adaptability to various life demands. In the context of this study, the family support received by students can act as a psychological resource that helps them understand the importance of maintaining mental health.

These findings also align with research by Labiq et al. (2023), which shows that family support plays a role in student mental health. Support in the form of good communication, attention, and emotional support helps students cope with various pressures during college. Furthermore, research by Fauziah and Ardiansyah (2025) also found a relationship between social support and student mental health, indicating that the immediate social environment can be a protective factor in maintaining students' psychological well-being. When linked to Anthony F. Jorm's concept of mental health perception, family support can contribute to shaping an individual's knowledge, attitudes, and awareness of mental health issues (Johnson et al., 2023). A family environment that provides space for communication and understanding regarding psychological conditions can help students have a more open view of mental health and reduce negative perceptions regarding psychological problems.

Family support in the form of attention, open communication, appreciation, and motivation plays a role in shaping students' positive views on the importance of mental health. However, family support is not the only factor influencing students' perceptions, as other aspects—such as personal experiences, social environment, mental health education, and access to information—also contribute. The results of this study indicate that family support plays a significant role in shaping students' understanding and awareness of the importance of mental health. Students who receive attention, emotional support, and motivation from their families tend to have more positive views on mental health, are more concerned about their own psychological well-being, and are better able to understand the importance of maintaining mental health in their daily

lives. In practical terms, family involvement through emotional support and positive communication is a key strategy for raising students' awareness of the need to maintain their psychological well-being.

5. Coefficient of Determination (R^2)

The coefficient of determination is used to measure the extent to which variable X (Family Support) explains the variance in variable Y (Students' Perceptions of the Importance of Mental Health). The results of the analysis are shown in the following table:

Table 5. Results of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,403	,162	,153	8,93300

The coefficient of determination (R Square) of 0.162 indicates that Family Support contributes 16.2% to the variable "Student Perception of the Importance of Mental Health." This finding indicates that some of the changes or dynamics occurring in students' perceptions of the importance of mental health can be explained by the level of family support they receive. Meanwhile, the remaining 83.8% (100% - 16.2%) is influenced by other variables outside this research model that were not examined by the researcher, such as friendships, personal experiences, education level, social media, and other psychological factors.

The coefficient of determination of 16.2% indicates that the influence of family support on students' perceptions is relatively low. However, in social research, this is acceptable because individual behavior and perceptions are generally influenced by various interacting factors, making it difficult to explain by a single variable. Therefore, family support is not the sole factor shaping students' perceptions of the importance of mental health, but rather one contributing factor.

These findings align with House's social support theory, which explains that emotional support, appreciation, information, and instrumental support are protective factors that help individuals cope with various life stresses (Greer, 2022). However, the theory also recognizes that an individual's psychological state is influenced by other factors, both those originating from the social environment and individual characteristics. Therefore, the 16.2% contribution of family support indicates that the family's role is important, but it does not operate in isolation from other factors.

The results of this study also support the findings of Parker et al. (2023) and Fauziah and Ardiansyah (2025), which showed that family support is related to college students' mental health. However, this study suggests that, in the context of perceptions regarding the importance of mental health, the influence of family support is not yet a dominant factor. This suggests that students' perceptions are likely also shaped by personal

experiences, their friendships, the learning process at university, exposure to information through digital media, and their individual mental health literacy.

This finding also represents a limitation of the research model, as the variables used can only explain a small portion of the variation in students' perceptions. Therefore, future research is recommended to include other variables that could potentially influence students' perceptions of the importance of mental health, such as peer support, mental health literacy, religiosity, counseling experience, academic environment, and intensity of social media use, so that the research model can more comprehensively explain variations in perceptions.

Academically, the results of this study strengthen the study of the importance of family support as a factor influencing students' perceptions of mental health, particularly in the context of Islamic Guidance and Counseling. Meanwhile, in practical terms, these findings indicate that efforts to increase students' awareness of the importance of mental health are not sufficient only through strengthening family support, but also require the involvement of universities, study programs, counselors, and the social environment in providing education, support, and ongoing mental health services.

Discussion

The results of this study indicate that family support has a significant effect on students' perceptions of the importance of mental health among students in the Islamic Counseling and Guidance Study Program at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra. This is evidenced by the results of a simple linear regression analysis, which showed a significance value of 0.000 (< 0.05) with a positive regression coefficient of 0.478. This value indicates that every increase in family support is followed by an increase in students' perceptions of the importance of mental health.

Descriptively, the family support variable had a mean score of 60.18, while the variable measuring students' perceptions of the importance of mental health had a mean score of 61.29. These results indicate that the majority of respondents have relatively good levels of family support and positive perceptions regarding the importance of mental health. These findings suggest that students who receive attention, motivation, assistance, and good communication from their families tend to have a more positive understanding of the importance of maintaining mental health.

The findings of this study are consistent with the theory of family support proposed by House (1981), which states that family support consists of emotional, instrumental, informational, and evaluative support that helps individuals cope with various life stresses. This support provides a sense of security, being loved, valued, and accepted, thereby enhancing an individual's ability to cope with psychological problems (Dina et al., 2025). In the context of this study, students who receive emotional support and attention from their families tend to better understand the importance of maintaining mental health as part of their overall well-being.

The findings of this study also support Friedman's view that the family is the primary support system that plays a role in enhancing family members' adaptive capacity and health (Ardiansyah et al., 2023). Consistent support from the family allows students to feel more confident, have a place to turn to when facing problems, and be better able to manage academic and social pressures. These conditions contribute to the formation of a positive perception of the importance of mental health.

The influence of family support on students' perceptions in this study can also be explained through the theory of perception proposed by Walgito. According to Walgito, perception is the result of an individual's process of organizing and interpreting the stimuli they receive (Walgito, 2004). In this study, family support can be viewed as a social stimulus received by students through the attention, communication, guidance, and assistance provided by their families. These stimuli are then interpreted by the students and shape their perspectives on the importance of mental health in daily life.

Furthermore, the findings of this study align with Anthony F. Jorm's theory, which explains that perceptions regarding mental health encompass an understanding of mental health, attitudes toward mental health, awareness of the need to maintain mental health, and views on the impact of mental health on an individual's life (Johnson et al., 2023; Jorm, 2000). Strong family support enables students to receive information, guidance, and emotional support that can enhance their understanding and awareness of the importance of maintaining mental health.

Meanwhile, from an Islamic perspective, the family serves not only as a source of social support but also as the first madrasah (primary madrasah) that plays a role in shaping character, morals, and mental health through education, the formation of adab (good manners), and the purification of the soul (tazkiyatun nafs) (Merlianda et al., 2026). Early family support fosters psychological well-being and the awareness that maintaining mental health is a Muslim's responsibility. Therefore, family support is a means of achieving the goals of sharia through the psychological and spiritual development of family members.

In line with the concept of hifz al-'aql (the principle of reason) in the maqasid al-shari'ah (the principle of the intellect), which positions reason as a mental potential that enables humans to think rationally, logically, and reflectively in understanding information, analyzing reality, and making decisions (Asma, 2026), mental health in Islam is understood not only as a healthy psychological state but also as an effort to maintain the function of the intellect so that individuals can optimally fulfill their roles. These efforts need to be supported by a family environment built on the foundation of sakinah, mawaddah, and rahmah, as explained in QS. Ar-Rum verse 21, so that a safe, loving, and supportive atmosphere is created in facing various life pressures. Furthermore, QS. Luqman verses 13–19 emphasize the importance of family education through communication, advice, and character development as the basis for personality formation, self-control, and the ability to face various life challenges. These values contribute to shaping students' perceptions of the importance of maintaining mental health.

The results of this study also reinforce the findings of Zhao et al. (2024), which indicate that family functioning plays a crucial role in shaping students' emotional intelligence and social support, thereby serving as a protective factor against loneliness and depressive symptoms. Additionally, the study by Shon & Lee (2024) found that a healthy family structure and effective family communication contribute to better mental health among students. These findings indicate that the attention, communication, and emotional support provided by families play a vital role in maintaining students' mental health.

From a normative perspective, these research findings are also reinforced by Quranic Surah At-Tahrim, verse 6, which commands every parent to protect themselves and their families from various evils. This verse indicates that family responsibility is not limited to meeting physical needs but also encompasses the moral, emotional, and spiritual nurturing of family members. This principle is further emphasized in a hadith of the Prophet Muhammad (peace be upon him), which states, “Kullukum rā'in wa kullukum mas'ūlun ‘an ra'iyatihi” (Each of you is a leader, and each of you will be held accountable for those under your care) (Narrated by al-Bukhari and Muslim; Hafizal et al., 2023). Thus, the family support identified in this study not only has an empirical basis but also derives normative legitimacy from Islamic teachings.

Nevertheless, the coefficient of determination (R-squared) of 0.162 indicates that family support contributes only 16.2% to students' perceptions of the importance of mental health. This means that there are still 83.8% of other factors influencing students' perceptions beyond the variables studied. These findings suggest that students' perceptions of the importance of mental health are not solely shaped by their families but can also be influenced by their social circles, personal experiences, social media, education, academic performance, and other psychological factors. Thus, although family support has a significant influence, its contribution is relatively low to moderate; therefore, attention must be paid to other factors that help shape students' perceptions of mental health.

This relatively low coefficient of determination indicates that this research model still has limitations in explaining all the factors that influence students' perceptions. Given that the study's respondents were students in the Islamic Counseling and Guidance Program, it is possible that religious factors play a greater role in shaping their perceptions regarding the importance of mental health. This finding differs from several previous studies that identified family support as the factor with the most dominant influence on students' mental health. This discrepancy is likely due to differences in the dependent variables used. Previous studies have primarily examined mental health, stress, or quality of life, whereas this study focuses on students' perceptions of the importance of mental health, which is conceptually influenced by a wider range of cognitive, social, educational, and spiritual factors.

Thus, this study demonstrates that although family support has a significant effect on students' perceptions of the importance of mental health, this influence is not the most dominant factor. These findings expand the body of research on Islamic Counseling by

emphasizing that the formation of perceptions of mental health needs to be understood more comprehensively through the integration of psychological, social, educational, and spiritual aspects. Therefore, future research is encouraged to include variables such as religiosity, spiritual well-being, mental health literacy, the campus religious environment, and peer support in order to provide a more comprehensive explanation of students' perceptions.

CONCLUSION

Based on the results of this study, it can be concluded that family support influences students' perceptions of the importance of mental health among students in the Islamic Counseling and Guidance Study Program at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra. Family support provided in the form of attention, emotional support, good communication, assistance, and recognition helps shape students' understanding and awareness of the importance of maintaining mental health in their daily lives. Students who receive strong family support tend to have a more positive perception of mental health and a better understanding of the importance of maintaining psychological well-being when facing various academic and social demands.

These findings indicate that family support not only contributes to students' psychological well-being but also reinforces the field of Islamic Counseling and Guidance, which views the family as the first "school" in shaping character, mental resilience, and awareness of the importance of maintaining mental health in accordance with Islamic values. Thus, this study makes a theoretical contribution through the integration of the concepts of family support, perceptions of mental health, and an Islamic perspective within the context of higher education.

This study benefits students and their families by providing information on the importance of the family's role in fostering awareness of mental health. The findings of this study are also expected to serve as input for the Islamic Counseling and Guidance Study Program and the university administration in developing educational programs and services that support the enhancement of students' mental health awareness. These practical implications can be realized through strengthening family-based Islamic Counseling and Guidance services, conducting mental health education that integrates Islamic values, and developing university policies that support promotive and preventive efforts regarding students' mental health.

The novelty of this study lies in examining the influence of family support on students' perceptions of the importance of mental health in the Islamic Guidance and Counseling Study Program, a relatively rare area of study compared to previous studies that have focused more on mental health, stress, learning motivation, or students' general quality of life. Meanwhile, the contribution of this study lies in developing a study on the relationship between family support and students' perceptions of the importance of mental health, specifically in the Islamic Guidance and Counseling Study Program students of the Faculty of Da'wah and Communication, State Islamic University of North

Sumatra. Furthermore, this study enriches the study of Islamic guidance and counseling related to the role of the family in supporting students' psychological well-being.

However, this study has several limitations. The study was conducted only in one study program at one university with a limited number of respondents, so the results cannot be widely generalized. Furthermore, the coefficient of determination (R^2) of 16.2% indicates that the research model is only able to explain a small portion of the variation in students' perceptions of the importance of mental health, indicating that other factors outside the model could potentially have a greater influence. Therefore, future researchers are advised to examine other factors that may influence students' perceptions of the importance of mental health, such as their social environment, personal experiences, mental health knowledge, social media, religiosity, and other psychological factors. Future research could also use a larger sample size, involve different study programs, or employ a qualitative or mixed methods approach to gain a deeper understanding of the factors influencing students' perceptions of mental health.

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