

THE INFLUENCE OF ACADEMIC AND PSYCHOSOCIAL SUPPORT ON THE STUDY SUCCESS OF PAPUAN AFFIRMATIVE PROGRAM STUDENTS

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Abstract. This study aims to analyze the influence of academic and psychosocial support on the academic success of students in the Papua Affirmation Program at Jenderal Soedirman University. The research is grounded in the challenges of academic adaptation and socio-cultural adjustment faced by Papuan students when pursuing higher education outside their home regions. A quantitative approach was employed using a survey method, involving students who are beneficiaries of the Papua Affirmation Program at Jenderal Soedirman University as respondents. The data were analyzed using multiple regression to examine the contribution of independent variables to academic success. The findings indicate that academic support comprising academic advising, institutional services, and learning facilities has a significant effect on students' academic achievement. Likewise, psychosocial support, including environmental acceptance, motivation, and emotional support, shows a positive influence on academic success. These results highlight the importance of collaboration among educational institutions, lecturers, and the broader social environment in fostering a conducive learning ecosystem.

Keywords: Academic support, psychosocial, study success, Papuan affirmation.

1. Introduction

Education is one of the most vital pillars in building a nation's civilization and prosperity. Its importance in Indonesia is reflected in Article 31, Paragraph (1) of the 1945 Constitution, which states that "Every citizen has the right to education." This provision underscores that education is a fundamental right that must be guaranteed by the state for all Indonesian people. It is also aligned with the commitment to the Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Irmansyah, 2019).

At present, education in Indonesia continues to be improved through regulations and policies established by the government to achieve greater equity. One such policy is Government Regulation No. 66 of 2010 on the Management of Education Units, which mandates that educational institutions provide services to prospective and current students regardless of their social, economic, racial, religious, or other backgrounds. Nevertheless, in practice, significant educational disparities persist, particularly in higher education across many regions of Indonesia, especially in Papua. Data from the Higher Education Services Institution under the Directorate General of Higher Education (LL Dikti Region XIV) indicate

that only 11 percent of Papuan youth have access to higher education (Pulo, 2024), meaning that 89 percent have not yet attained tertiary education.

The low participation rate in higher education in Papua reflects ongoing structural and social barriers that hinder students from pursuing university studies. According to Banafanu (2024), these challenges include the limited number of quality higher education institutions, a shortage of competent educators, inadequate supporting infrastructure, and limited financial capacity to afford higher education. In addition, many areas in Papua are classified as remote and difficult to access, further restricting opportunities to continue to higher education.

In response to these disparities, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, has introduced the Higher Education Affirmation Scholarship Program (ADiK). This program is designed to provide broader and more equitable access for Papuan students to pursue higher education at leading universities outside Papua, both public and private. One of the universities that hosts Papuan affirmation students is Jenderal Soedirman University (UNSOED).

Jenderal Soedirman University (UNSOED) is a public university located in Banyumas Regency, Central Java. It currently comprises 12 faculties: the Faculty of Agriculture, Faculty of Biology, Faculty of Economics and Business, Faculty of Animal Science, Faculty of Law, Faculty of Social and Political Sciences, Faculty of Medicine, Faculty of Engineering, Faculty of Health Sciences, Faculty of Humanities, Faculty of Mathematics and Natural Sciences, and Faculty of Fisheries and Marine Sciences. All of these faculties enroll students from the Papua Affirmation Program. According to data from the Information and Documentation Management Officer (PPID) of UNSOED, between 2016 and 2023, a total of 154 Papuan students received the ADiK scholarship at UNSOED. In 2024, there were 17 recipients, and in 2025, 21 students.

Papuan affirmation students at UNSOED face a range of challenges, one of which is academic adjustment. Rahmadani and Mukti (2023) define academic adjustment as the process by which students adapt to the demands and expectations of higher education, encompassing cognitive, emotional, social, and behavioral aspects. Similarly, China (2015) describes academic adjustment as encompassing motivation for learning, efforts to meet academic demands, a sense of purpose, and overall satisfaction with the academic environment. Kusuma (2019) further notes that Papuan affirmation students encounter numerous academic challenges, including difficulties in understanding course materials, differences in teaching methods, and underdeveloped critical thinking and academic writing skills.

In addition to academic adjustment, Papuan affirmation students at UNSOED must also navigate social adaptation. Zhu et al. (2023), using a grounded theory approach, explain that academic adaptation is strongly influenced by students' socio-cultural context, including prior educational background, family expectations, and coping skills in dealing with academic pressure.

According to Rusdi, Hos, and Sarpin (2018), social adaptation is a continuous mechanism that individuals use throughout their lives to align themselves with socially constructed norms and values. Students' ability to adapt plays a crucial role in sustaining their social interactions within their surrounding communities. This condition is also experienced by Papuan affirmation students, who initially face challenges in social adaptation due to cultural differences (Rusdi, Hos, and Sarpin, 2018). In daily interactions, these students often use Indonesian with a distinctive Papuan accent, which can sometimes make communication with peers from other regions feel less fluid or somewhat rigid. Moreover, they frequently encounter additional challenges such as feelings of isolation, stereotype pressure, and unequal access to learning resources, all of which further complicate their adaptation process in higher education.

Therefore, during their studies at UNSOED, Papuan affirmation students must be able to navigate both academic and psychosocial challenges to achieve academic success. Based on this background, the present study seeks to further examine the influence of academic and psychosocial support on the academic success of students in the Papua Affirmation Program.

2. Methods

This study employs a quantitative approach using a survey method to obtain primary data from students who are recipients of the Papua Higher Education Affirmation Program (ADiK) at Jenderal Soedirman University (UNSOED). The survey was conducted using a structured questionnaire administered via Google Forms, designed to measure various factors influencing academic success, such as academic adjustment, social support, learning motivation, and perceptions of the campus environment. The questionnaire responses were assessed using a five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree.

The respondents in this study were active students participating in the ADiK Papua program across multiple faculties. A purposive sampling technique was employed to ensure representation across different study programs and academic cohorts. The collected data were then analyzed using multiple regression analysis to examine the contribution of the independent variables (academic and psychosocial support) to the dependent variable, namely academic success. In addition, classical assumption tests including normality, multicollinearity, and heteroscedasticity were conducted to ensure the validity of the regression model.

3. Results And Discussion

3.1. Result

Based on the research conducted, the data collected for this study consisted of 24 Papuan Affirmation students from the 2021 to 2025 cohorts, as illustrated in the chart below.

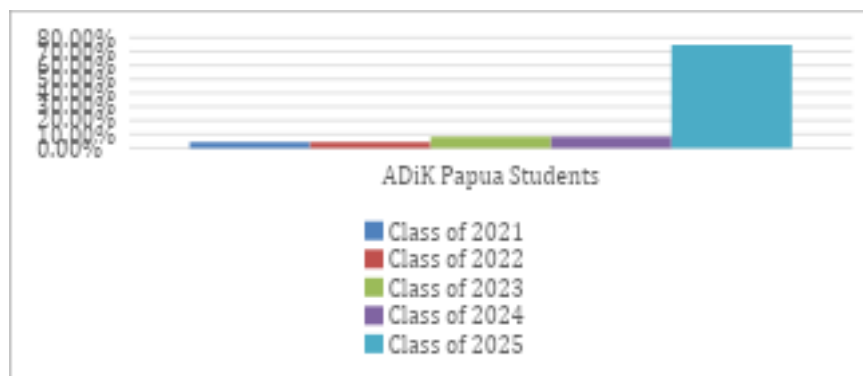


Figure 1. Number of Papuan ADiK Student Respondents

Figure 1 shows that 75% of the respondents who completed the survey were from the 2025 cohort, followed by 8.3% from the 2024 cohort, 8.3% from the 2023 cohort, 4.2% from the 2022 cohort, and 4.2% from the 2021 cohort.

Furthermore, the respondents were distributed across various faculties and study programs at Jenderal Soedirman University, as illustrated in the chart below.

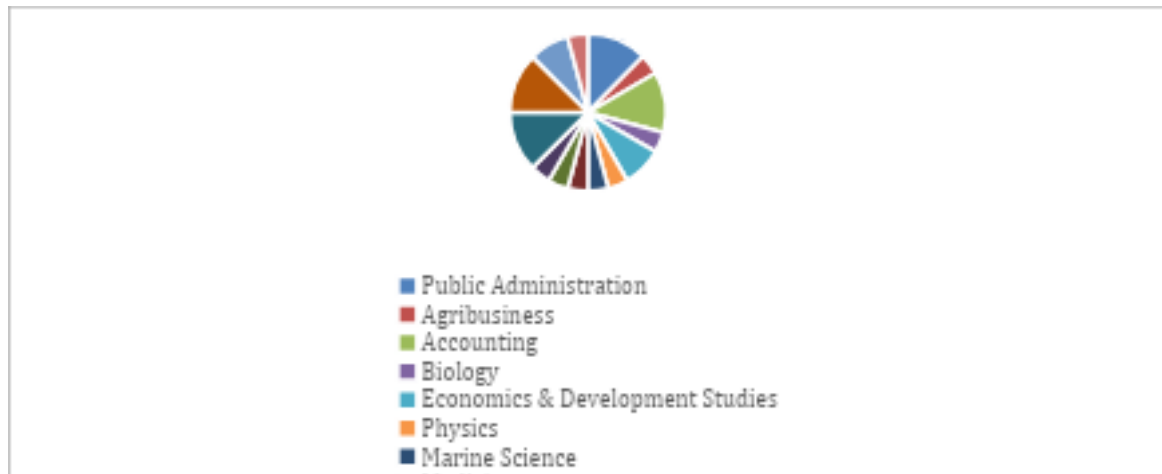


Figure 2. Distribution of Respondents by Department

Based on Figure 2, respondents came from the following programs: Public Administration (12.45%), Agribusiness (4.20%), Accounting (12.45%), Biology (4.20%), Economics and Development Studies (8.30%), Physics (4.20%), Marine Science (4.20%), Medicine (4.20%), Nursing (4.20%), Management (4.20%), Indonesian Language Education (12.45%), Economic Education (12.45%), Physical Education (8.30%), and Animal Science (4.20%).

The collected data were then subjected to statistical analysis using SPSS 25.0. The first test conducted was the validity test, which produced values ranging from 0.459 to 1.000, all exceeding the r-table value of 0.40438. This indicates that the data used in this study are valid. Subsequently, a reliability test was conducted, yielding Cronbach's alpha values between 0.916 and 0.925 (> 0.90), indicating that the data have high reliability.

The next statistical test performed was the normality test using the Shapiro–Wilk method. According to Herlina (2019:83), the Kolmogorov–Smirnov test is more suitable for large samples (>200), whereas the Shapiro–Wilk test is appropriate for smaller samples. This rationale underlies the use of the Shapiro–Wilk test in this study. The results are presented in Table 1 below:

Model	Shapiro-Wilk		
	Statistic	df	Sig.
Academic Support (X_1)	.938	24	.150
Psychosocial (X_2)	.857	24	.006
Study Success	.938	24	.145

Table 1. Normality Test

The results indicate that the significance values for all variables exceed the threshold of 0.005; therefore, it can be concluded that all variables pass the normality test and are normally distributed.

The next analysis conducted was multiple regression analysis, which aims to determine the effect of two or more independent variables on a dependent variable (Herlina, 2019:129). The regression equation obtained is as follows:

$$Y = 3.107 + 0.403X_1 + 0.441X_2$$

Based on this equation, the constant is 3.107, meaning that when Academic Support and Psychosocial Support are equal to zero, the value of Academic Success is 3.107. The regression coefficient for Academic Support (X_1) is 0.403, indicating that a one-unit increase in X_1 leads to an increase of 0.403 units in Y , assuming other variables remain constant. Meanwhile, the regression coefficient for Psychosocial

Support (X₂) is 0.441, meaning that a one-unit increase in X₂ results in a 0.441 increase in Y, with other variables held constant.

In addition, a multicollinearity test was conducted. According to Effitaldi et al. (2021), this test ensures that the research instrument is free from high correlations among independent variables, thereby preventing biased analytical results. The results are shown in Table 2 below:

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Academic Support (X ₁)	.342	2.922
	Psychosocial (X ₂)	.342	2.922

Table 2. Multicollinearity Test Results

The results indicate that the Variance Inflation Factor (VIF) values for all variables are below 10 ($2.922 < 10$), suggesting that there is no multicollinearity in the model.

The next test conducted was the heteroscedasticity test. According to Silalahi et al. (2024), this test is used to detect violations of the classical assumption of homoscedasticity, where unequal residual variances across observations may reduce the efficiency and accuracy of the regression model. The results are presented in Table 3 below:

Coefficients ^a	
Model	Sig.
(Constant)	.191
Academic Support (X ₁)	.288
Psychosocial (X ₂)	.305
a. Dependent Variable: ABS_RES	

Table 3. Heteroscedasticity Test Results

Based on Table 3, the value of the Academic Support (X₁) variable is 0.288, and the value of the Psychosocial (X₂) variable is 0.305, which is higher than 0.005, indicating that the data does not experience heteroscedasticity.

The next step was hypothesis testing using the t-test, which determines whether each independent variable partially affects the dependent variable (Herlina, 2019:136). The t-value for Academic Support (X₁) is 2.120, which is greater than the t-table value of 1.721. Thus, Academic Support (X₁) has a significant partial effect on Academic Success (Y). Similarly, the t-value for Psychosocial Support (X₂) is 2.957, which is also greater than the t-table value of 1.721, indicating that Psychosocial Support (X₂) has a significant partial effect on Academic Success (Y).

Furthermore, the F-test results show that the calculated F-value (34.198) is greater than the F-table value (3.47), indicating that Academic Support and Psychosocial Support simultaneously have a significant effect on Academic Success.

Finally, the coefficient of determination (R²) was analyzed. According to Herlina (2019:140), R² is used to determine the extent to which independent variables collectively influence the dependent variable. The closer the value is to 1, the stronger the influence. In this study, the R² value is 0.765 (76.5%), indicating that the independent variables explain 76.5% of the variance in Academic Success, while the remaining 23.5% is influenced by variables not examined in this study.

3.2. Discussion

3.2.1 The Effect of Academic Support on Study Success

The findings of this study indicate a positive relationship between academic support and academic success. This suggests that the better the academic support provided to Papuan affirmation students, the greater their likelihood of achieving academic success.

Academic support is crucial for Papuan affirmation students, as they face complex challenges in pursuing higher education. Such support helps address disparities in access and educational background, enhances academic adjustment, builds self-confidence and motivation, promotes achievement and independence, and ensures the continuity of their education. Effective academic support may include academic and psychological guidance programs, affirmation scholarships and financial assistance, community and peer mentoring initiatives, as well as training in study skills and language proficiency.

The indicators used to measure the variables in this study include: (1) learning motivation, reflected in students' consistent participation in classes, diligence in completing assignments and seeking additional references, resilience in facing academic difficulties, and active involvement in class discussions and other academic activities; (2) academic interest, shown through strong curiosity about course materials, participation in additional academic activities such as seminars, workshops, or research, efforts to broaden knowledge beyond required materials, and engagement in academic activities aligned with their interests and talents; (3) discipline, indicated by attendance in lectures and academic activities, punctuality in submitting assignments and taking exams, the ability to manage time between study, organizational involvement, and social activities, and consistency in adhering to academic regulations; and (4) academic adjustment, demonstrated by the ability to adapt to different learning methods, interact with lecturers, academic staff, and peers from diverse backgrounds, cope with changes in curriculum, evaluation systems, and learning environments, and overcome differences in language, culture, and learning styles. These four indicators serve as key benchmarks for assessing the extent to which academic support influences the academic success of Papuan affirmation students. Higher levels of motivation, interest, discipline, and academic adjustment increase the likelihood of achieving optimal academic outcomes.

The results also show that the majority of respondents (80%) agreed or strongly agreed that academic support influences academic success. This finding is consistent with previous research by China (2015), titled "The Relationship Between Social Support, Social Adjustment, Academic Adjustment, and Academic Performance Among College Students in Tanzania", which found that academic adjustment has a significant effect on students' academic success. Similarly, research by Kusuma (2019) highlights that academic adjustment is a key determinant of success for ADiK Papua students. Students who are able to adapt academically more quickly and effectively have a greater likelihood of completing their studies on time with satisfactory results.

3.2.2 Psychosocial Influence on Study Success

The findings of this study indicate a positive effect of psychosocial support on academic success. This suggests that the stronger the psychosocial support received by Papuan affirmation students, the greater their chances of achieving academic success.

Psychosocial support is critically important for Papuan affirmation students, as they often face multidimensional challenges in higher education, including cultural differences, emotional pressures, communication barriers, and feelings of isolation in their new environment. Adequate psychosocial support enables them to cope with these challenges in a more adaptive and resilient manner. It helps reduce stress and mental strain associated with transitioning to a new learning environment, fosters a sense of safety and belonging within the campus community, strengthens self-identity and self-esteem, enhances intrinsic motivation and learning enthusiasm, encourages more active social and academic engagement, and maintains emotional stability and mental well-being throughout their studies.

Effective psychosocial support can be provided through various means, such as psychological counseling and campus mental health services, discussion groups and culturally based communities, orientation and social adaptation programs for Papuan affirmation students, peer or senior mentoring, and personal development activities such as training in communication, stress management, and leadership. Through these efforts, Papuan affirmation students are not only able to persist in the academic environment but also to grow holistically into independent, confident, and high-achieving individuals.

The indicators used in this study include: (1) social interaction, reflected in students' ability to build healthy and productive relationships with peers, lecturers, and campus staff; (2) collaboration, demonstrated through participation in group assignments, collaborative projects, and student organizations, as well as the ability to take responsibility and resolve conflicts; (3) social accommodation, indicated by the ability to adapt to campus social norms, respect cultural diversity and different backgrounds, and exhibit tolerance in social interactions; (4) self-esteem and self-confidence, reflected in students' belief in their ability to complete academic tasks and handle campus-related challenges; and (5) cognitive flexibility and openness, shown through the ability to accept new ideas, think critically about information, remain open to change, and adjust learning strategies according to situational demands. These five indicators provide a framework for assessing the extent to which psychosocial support influences the academic success of Papuan affirmation students. Higher levels across these indicators are associated with greater and more optimal academic success.

The results also show that 90% of respondents agreed or strongly agreed that psychosocial factors positively influence academic success. This finding is consistent with previous research by Rusdi, Hos, and Sarpin (2018), titled "Social Adaptation of Papuan Students in Pursuing Higher Education (A Study of Indigenous Papuan Students at Halu Oleo University, Kendari)", which found that students' social adaptation has a positive impact on their academic success.

4. Conclusion

Based on the results of the SPSS 25 statistical analysis and the discussion presented earlier, it can be concluded that: (1) Academic support has a significant effect on the academic success of Papuan affirmation students, with a t-value of 2.120, which is greater than the t-table value of 1.721. Meanwhile, the SPSS results for the psychosocial variable show a t-value of 2.957, also exceeding the t-table value of 1.721, indicating that psychosocial

support partially affects the academic success of Papuan affirmation students. Furthermore, the F-test result shows an F-value of 34.198, which is greater than the F-table value of 3.47, leading to the conclusion that academic support and psychosocial support simultaneously have a significant effect on academic success.

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