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The Relationship Between Resilience and Social Functioning and Suicidal Thoughts Among College Students from Out of Town in South Tangerang

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Abstract

University students living away from home experience psychosocial demands associated with academic adjustment, independent living, and reduced proximity to family support. This study examined the individual and simultaneous associations of resilience and social functioning with suicidal ideation among university students in South Tangerang, Indonesia, controlling for gender. A quantitative correlational study employed a cross-sectional design involving 106 respondents selected through purposive sampling from three universities. Data were collected using the Connor–Davidson Resilience Scale, Social Functioning Questionnaire, and Suicidal Ideation Scale. Statistical analyses included Pearson correlation and multiple linear regression using SPSS version 25. Resilience ($r = -0.594$, $p < 0.001$) and social functioning ($r = -0.460$, $p < 0.001$) demonstrated significant negative correlations with suicidal ideation. After controlling for gender, resilience ($B = -1.281$, $p < 0.001$) and social functioning ($B = -0.577$, $p = 0.003$) remained statistically significant, whereas gender was not significant ($B = -1.683$, $p = 0.460$). The regression model was significant ($F = 23.348$, $p < 0.001$; $R^2 = 0.407$), explaining 40.7% of the variance in suicidal ideation scores. These findings identify resilience and social functioning as distinct psychosocial correlates of suicidal ideation and support their consideration in university student welfare assessments without establishing causal relationships.

Keywords: *Resilience, Social functioning, South Tangerang, Suicidal ideation, University students living away from home.*

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INTRODUCTION

Suicidal ideation among university students represents a substantial public health and social welfare concern, particularly during the transition from family-supported living arrangements to independent academic and social environments. The World Health Organization (2025) identifies suicide as a continuing global public health problem, while international surveillance and prevention frameworks emphasize the need to recognize psychological vulnerability before suicidal behavior occurs (Centers for Disease Control and Prevention, 2023; Substance Abuse and Mental Health Services Administration, 2020). University students encounter overlapping pressures associated with academic performance, financial independence, interpersonal adjustment, and changing expectations regarding personal responsibility, which may become more demanding when students relocate from their family residences. Evidence from Indonesian higher education settings has documented depression, anxiety, and stress among university students, indicating that psychological difficulties cannot be separated from the institutional and social conditions under which academic participation occurs (Astutik et al., 2020). National and regional education statistics provide a relevant demographic basis for examining student mobility and participation in higher education, although these statistics do not independently establish the prevalence of suicidal ideation among students living away from home (Badan Pusat Statistik, 2023, 2024; Badan Pusat Statistik Provinsi Banten, 2024). South Tangerang constitutes a particularly relevant setting because its concentration of higher education institutions brings together students with different geographical origins, family circumstances, and opportunities for social integration. For students residing away from their families, geographical separation may reduce immediate access to familiar emotional resources while increasing dependence on personal coping capacities and relationships established within the university environment. Psychological resilience and social functioning consequently warrant consideration as distinct but potentially complementary dimensions of psychosocial adjustment,

particularly because suicidal ideation may emerge through interactions between individual vulnerability and difficulties maintaining everyday social participation (Cheung et al., 2019; Selak et al., 2024). Examining these dimensions within a specific student population offers a basis for understanding suicidal ideation beyond its classification as an individual psychological condition and situating it within the broader concerns of social welfare, adaptation, and institutional support.

Contemporary research on suicidal ideation has progressively moved beyond an exclusive emphasis on psychological symptoms toward examining protective resources, adaptive capacities, and interpersonal conditions associated with psychological vulnerability. Within resilience research, conceptual and empirical scholarship distinguishes resilience from the mere absence of psychopathology, emphasizing adaptive responses to adversity and the availability of resources that sustain functioning under pressure (Friborg et al., 2009; Pooley & Cohen, 2010; Windle, 2011). The development of the Connor–Davidson Resilience Scale established a structured approach to measuring resilience, while subsequent psychometric investigations demonstrated the relevance of evaluating its measurement properties across different populations and sociocultural settings (Connor & Davidson, 2003; Bochaver et al., 2021). Empirical investigations involving adolescents and university students have associated higher resilience with lower suicidal ideation, although the populations examined and the psychological circumstances underlying these relationships differ across studies (Cheung et al., 2019; Putri & Tobing, 2020; Abbas et al., 2024). A related body of research positions social support as a resource associated with suicidal ideation and identifies resilience as a potential explanatory component of that relationship, indicating that psychological adaptation and interpersonal resources may be interconnected rather than independent protective domains (Selak et al., 2024; Setiyawan & Astuti, 2024). Social functioning, however, encompasses a broader set of capacities than perceived social support, including the performance of social roles, fulfillment of everyday needs, maintenance of interpersonal relationships, and management of practical difficulties (Sukoco, 2021). The Social Functioning Questionnaire provides an established approach to assessing functional performance, allowing researchers to examine how individuals manage everyday social demands rather than focusing exclusively on the presence or availability of supportive relationships (Tyrer et al., 2005). Measurement research concerning suicidal ideation has likewise demonstrated the importance of employing structured instruments, including instruments subjected to psychometric examination in Indonesian populations, to distinguish the intensity of suicidal thoughts from broader psychological distress (Reynolds, 1991; Fitriana et al., 2022). These research traditions collectively support a multidimensional understanding of suicidal ideation, but their integration requires careful differentiation between psychological resilience, externally available social support, and the individual's actual capacity to function within everyday social environments.

Despite advances in identifying psychosocial correlates of suicidal ideation, the existing literature leaves several analytically important relationships insufficiently resolved. Research involving undergraduate students and adolescents provides evidence concerning the association between resilience and suicidal ideation, but these findings do not automatically establish whether resilience retains a distinct association when everyday social functioning is examined simultaneously (Cheung et al., 2019; Putri & Tobing, 2020; Abbas et al., 2024). Investigations addressing social support and resilience further suggest that interpersonal resources may operate through psychological adaptation, yet perceived support and demonstrated social functioning represent different constructs and should not be treated as interchangeable explanatory variables (Selak et al., 2024; Setiyawan & Astuti, 2024). This distinction exposes a conceptual gap concerning the relative contributions of individual adaptive capacity and the ability to fulfill social responsibilities, particularly when both may be associated with the same psychological outcome. A related empirical gap concerns students living away from home, whose circumstances involve the simultaneous management of academic obligations, residential independence, interpersonal adjustment, and reduced proximity to established family support systems. Findings derived from broader adolescent or undergraduate populations cannot fully characterize this residentially defined subgroup without examining its particular social conditions, especially within South Tangerang's heterogeneous higher education environment. Methodologically, the separate examination of resilience or interpersonal support provides limited information about whether resilience and social functioning demonstrate statistically distinguishable relationships with suicidal ideation after adjustment for relevant participant characteristics. Gender constitutes one such characteristic requiring explicit analytical consideration because an observed

association between psychosocial variables and suicidal ideation may differ between an unadjusted bivariate analysis and a multivariable model. The central research gap addressed by the present investigation is therefore the limited population-specific evidence concerning the independent and simultaneous associations of resilience and social functioning with suicidal ideation among university students living away from home in South Tangerang, with gender incorporated as a control variable. This gap concerns the integration and contextual application of established constructs rather than the absence of prior evidence connecting resilience with suicidal ideation.

The unresolved relationship between resilience, social functioning, and suicidal ideation carries consequences for both the interpretation of psychosocial vulnerability and the development of university-based social welfare responses. If resilience is assessed without consideration of social functioning, difficulties associated with maintaining relationships, fulfilling academic and interpersonal roles, or managing everyday needs may remain insufficiently represented in assessments of student adjustment. Conversely, an exclusive emphasis on external social resources may overlook differences in students' capacities to regulate their responses to adversity, particularly because resilience concerns adaptive processes that cannot be reduced to the availability of supportive relationships (Friborg et al., 2009; Windle, 2011). Research linking resilience and social support with suicidal ideation indicates that these domains deserve consideration in preventive psychosocial assessment, although their observed associations do not establish that modifying either domain will necessarily reduce suicidal thoughts (Selak et al., 2024; Setiyawan & Astuti, 2024). Within social work scholarship, the fulfillment of needs, performance of social roles, and management of social problems constitute relevant dimensions for understanding an individual's functioning and identifying conditions that may require professional assistance (Wibhawa et al., 2015; Sukoco, 2021). The Indonesian legal framework governing social work also provides an institutional reference for professional social welfare practice, although it should not be interpreted as direct empirical evidence concerning suicidal ideation among university students (Undang-Undang Republik Indonesia Nomor 14 Tahun 2019 tentang Pekerja Sosial, 2019). For universities, inadequate differentiation between personal coping capacity and everyday social functioning may constrain the development of appropriate assessment priorities, student mentoring arrangements, counseling referral procedures, and support for students experiencing difficulties with residential or academic adjustment. The scientific consequence is equally relevant because treating conceptually distinct psychosocial dimensions as equivalent may obscure their respective statistical relationships with suicidal ideation and weaken the interpretability of correlational models. Evidence derived from a clearly defined student population can assist institutional stakeholders in identifying which psychosocial characteristics warrant closer consideration while maintaining the distinction between statistical association, clinical risk assessment, and demonstrated intervention effectiveness.

The present study is positioned at the intersection of resilience research, social functioning assessment, and the psychosocial examination of suicidal ideation, with a specific focus on university students residing away from their families in South Tangerang. Its proposed novelty rests on the integration of two analytically distinct predictor constructs within a population-specific multivariable framework, rather than on introducing resilience or suicidal ideation as previously unexplored research subjects. Earlier empirical investigations have established the relevance of resilience and coping for suicidal ideation among undergraduate students, while other studies have examined relationships involving social support, resilience, and suicidal thoughts (Cheung et al., 2019; Abbas et al., 2024; Selak et al., 2024). The present approach differs by incorporating social functioning as a separate predictor reflecting the capacity to fulfill needs, perform social roles, and manage everyday problems, rather than substituting perceived social support for actual functional performance. This distinction is supported by the measurement orientation of the Social Functioning Questionnaire and by social welfare scholarship that locates functioning within the individual's relationship with social environments and everyday responsibilities (Tyrer et al., 2005; Sukoco, 2021). The analytical framework combines resilience measured using the Connor–Davidson Resilience Scale, social functioning measured using the Social Functioning Questionnaire, and suicidal ideation assessed using the Suicidal Ideation Scale, drawing on established instrument development and psychometric research rather than proposing an unvalidated measurement construct (Connor & Davidson, 2003; Tyrer et al., 2005; Fitriana et al., 2022). Pearson correlation analysis permits examination of the direction and magnitude of bivariate associations, while multiple linear regression provides a means

of estimating the respective associations of resilience and social functioning with suicidal ideation after adjustment for gender. The inclusion of students living away from home across three higher education institutions introduces a defined geographical and residential population to an established field of inquiry without presuming that this sample represents all university students in Indonesia. The study's intended contribution is consequently empirical and integrative: it evaluates whether resilience and social functioning provide distinguishable statistical information about suicidal ideation within the same analytical model. This contribution extends the application of existing psychosocial research to a specific social welfare population, while the cross-sectional and nonprobability sampling design necessarily restricts conclusions concerning causality and population-wide generalizability.

This study aims to examine the individual and simultaneous associations of resilience and social functioning with suicidal ideation among university students living away from home in South Tangerang, Indonesia, while accounting for gender as a control variable. Specifically, the investigation seeks to determine the direction and magnitude of the bivariate relationship between resilience and suicidal ideation, assess the corresponding relationship between social functioning and suicidal ideation, and evaluate whether both psychosocial variables retain statistically distinguishable associations with suicidal ideation when incorporated into a multiple linear regression model. The analysis also aims to establish the explanatory capacity of the combined model in accounting for variation in suicidal ideation scores and to determine the statistical contribution of gender after adjustment for the two principal predictor variables. Using a quantitative correlational approach and cross-sectional data collected from students residing away from their families, the study examines the relationships among established psychosocial constructs without assuming temporal precedence or causal mechanisms. Its principal scientific contribution lies in clarifying the relative associations of individual adaptive capacity and everyday social functioning with suicidal ideation within a residentially defined university population. At the conceptual level, the investigation seeks to maintain an analytical distinction between psychological resilience and social functioning, thereby avoiding the assumption that successful adaptation to adversity necessarily corresponds to adequate performance of everyday social roles. At the methodological level, the simultaneous evaluation of both variables within an adjusted statistical model is intended to provide a more differentiated account of their associations than separate bivariate analyses alone. The practical contribution concerns the provision of population-specific evidence that may inform university counseling services, student welfare assessment, peer-support initiatives, and psychosocial referral arrangements for students experiencing adjustment difficulties while living away from home. The resulting evidence is expected to support more precise interpretation of psychosocial correlates of suicidal ideation while remaining bounded by the observational design, sample characteristics, and limitations of cross-sectional statistical inference. The conceptual relationships among resilience, social functioning, suicidal ideation, and gender as a control variable are illustrated in Figure 1.

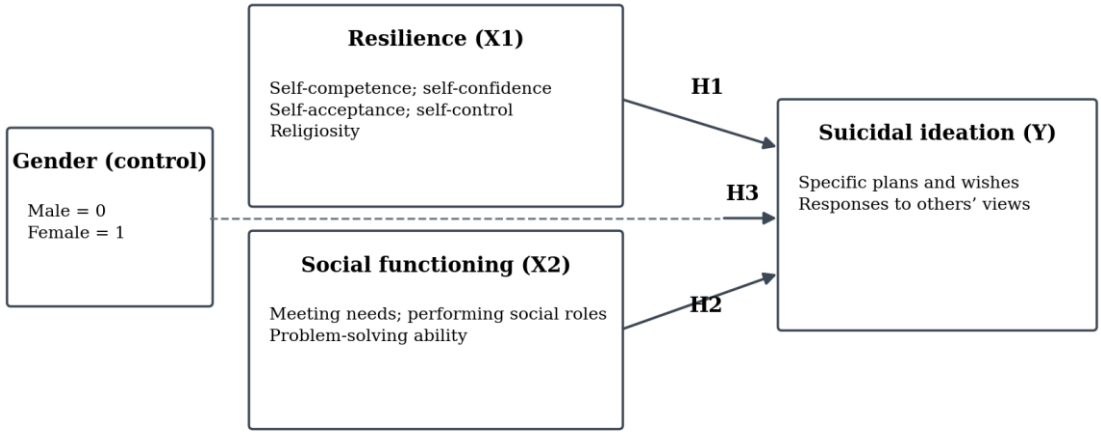


Figure 1. Research Framework with Gender as a Control Variable

RESEARCH METHODS

This study employed a quantitative correlational approach with a cross-sectional design to examine the individual and simultaneous associations of resilience and social functioning with suicidal ideation among university students living away from their families in South Tangerang, Indonesia. The study population comprised students originating from outside South Tangerang who were enrolled at Universitas Muhammadiyah Jakarta, UIN Syarif Hidayatullah Jakarta, or Universitas Pamulang and were residing separately from their families. A total of 106 respondents were recruited through nonprobability purposive sampling, exceeding the minimum sample requirement of 96.04 calculated using Cochran's formula. Participant eligibility required current enrollment at one of the three universities, an origin outside South Tangerang, residence away from the family for at least three months, and willingness to participate through informed consent. The individual student constituted the unit of analysis, while primary data were collected through a structured questionnaire measuring resilience, social functioning, suicidal ideation, and gender. Resilience (X1) was operationalized using the 10-item Connor–Davidson Resilience Scale (CD-RISC), encompassing self-competence, self-confidence, self-acceptance, self-control, and religiosity (Connor & Davidson, 2003). Social functioning (X2) was assessed using the 10-item Social Functioning Questionnaire (SFQ), covering the fulfillment of personal needs, performance of social roles, and problem-solving capacities (Tyrer et al., 2005). Suicidal ideation (Y), designated as the dependent variable, was measured using a 10-item Suicidal Ideation Scale (SIS), incorporating indicators concerning specific suicidal plans and wishes and responses to the views of others (Fitriana et al., 2022). All three instruments employed five-point Likert response scales, and gender was included as a control variable through dummy coding, with male respondents assigned a value of 0 and female respondents assigned a value of 1. The operational definitions, measurement domains, and corresponding instruments were established before statistical analysis to maintain consistency between the research objectives, observed variables, and analytical framework.

Table 1. Operationalization of Research Variables

Variable	Indicators	Instrument/Measurement
Resilience (X1)	Self-competence, self-confidence, self-acceptance, self-control, religiosity	Connor–Davidson Resilience Scale (CD-RISC), 10 items
Social functioning (X2)	Fulfillment of needs, social role performance, problem-solving	Social Functioning Questionnaire (SFQ), 10 items
Suicidal ideation (Y)	Specific plans and wishes; responses to other people's views	Suicidal Ideation Scale (SIS), 10 items
Gender (control)	Male and female	Dummy coding: male = 0; female = 1

Questionnaire responses were processed and analyzed using IBM SPSS Statistics version 25 through a sequence of instrument assessment, descriptive analysis, assumption testing, bivariate correlation, and multiple linear regression. Item validity was evaluated by comparing each calculated item correlation coefficient with the critical correlation value, while internal consistency reliability was assessed using Cronbach's alpha for the resilience, social functioning, and suicidal ideation instruments. Descriptive statistics were employed to summarize respondent characteristics and the distributions of the principal study variables, including their frequencies, means, and standard deviations where applicable. Before inferential analysis, the distribution of regression residuals was evaluated using the Kolmogorov–Smirnov normality test to assess the normality assumption relevant to the subsequent parametric procedures. Pearson product–moment correlation analysis was conducted to determine the direction, strength, and statistical significance of the bivariate associations between resilience and suicidal ideation, social functioning and suicidal ideation, and the relationships among the variables included in the analytical framework. Multiple linear regression was then applied with suicidal ideation as the dependent variable, resilience and social functioning as the principal independent variables, and gender as a control variable, permitting estimation of their respective associations within a single statistical model. Individual regression coefficients were evaluated using t-tests, while the F-test was employed to assess the statistical significance of the regression model. The coefficient of determination (R^2) and adjusted R^2 were used to evaluate the proportion of

observed variation in suicidal ideation scores accounted for by the predictors and the model's explanatory capacity after adjustment for the number of predictors. Statistical significance was assessed at a threshold of $p < 0.05$, with the interpretation of regression coefficients directed toward identifying associations rather than causal effects. The cross-sectional design and purposive sampling procedure were recognized as limitations on causal inference and the generalizability of the findings beyond the participating students and institutions.

RESULTS AND DISCUSSION

Resilience and Suicidal Ideation Among University Students Living Away from Home

The relationship between resilience and suicidal ideation was examined among 106 university students living away from their families in South Tangerang, representing three higher education institutions with distinct student populations. Resilience was conceptualized as an individual adaptive capacity involving self-competence, self-confidence, self-acceptance, self-control, and religiosity, while suicidal ideation represented the psychological outcome assessed through respondents' reported thoughts and wishes concerning suicide. The descriptive analysis yielded a mean resilience score of 40.97 (SD = 4.339), indicating the central tendency of respondents' resilience scores without establishing that the sample was free from psychological vulnerability. This distinction is consistent with the conceptual treatment of resilience as an adaptive resource that may coexist with psychological difficulties rather than constituting their categorical absence (Friborg et al., 2009; Windle, 2011).

The distribution of resilience scores provided further information about the adaptive characteristics of the participating students, with 57.5% classified in the very high resilience category. Although this proportion indicates that a majority of respondents reported comparatively strong adaptive capacities according to the study's classification, it does not establish equivalent resilience across academic, interpersonal, financial, and residential circumstances. The multidimensional conceptualization underlying the Connor–Davidson Resilience Scale recognizes that adaptation involves multiple psychological capacities whose relevance may vary across stressful situations (Connor & Davidson, 2003). The observed distribution should consequently be interpreted as a description of measured resilience within the participating sample rather than evidence that students living away from home encounter uniformly manageable psychological demands.

The relationship between resilience and suicidal ideation was evaluated using Pearson product–moment correlation, with the principal descriptive and inferential findings presented in Table 2. The analysis identified a statistically significant negative correlation ($r = -0.594$, $p < 0.001$), indicating that respondents with higher resilience scores tended to report lower suicidal ideation scores. This association was moderate in magnitude and consistent with previous investigations identifying resilience as a psychosocial characteristic inversely associated with suicidal ideation among adolescents and university students (Cheung et al., 2019; Putri & Tobing, 2020). The magnitude of the coefficient nevertheless indicates an incomplete association, leaving substantial variation in suicidal ideation that cannot be represented by resilience alone.

Table 2. Descriptive Statistics and Bivariate Association Between Resilience and Suicidal Ideation

Statistical indicator	Resilience	Suicidal ideation
Number of respondents	106	106
Mean score	40.97	21.80
Standard deviation	4.339	12.283
Predominant category	Very high (57.5%)	Very low (64.2%)
Pearson correlation (r)	−0.594	−0.594
Significance (p)	< 0.001	< 0.001

Source: Primary questionnaire data processed using SPSS version 25, 2026. The correlation coefficient represents the bivariate relationship between resilience and suicidal ideation.

The findings reported in Table 2 indicate a negative association between the two constructs despite differences in their observed score distributions. The mean suicidal ideation score of 21.80

(SD = 12.283), together with the classification of 64.2% of respondents in the very low suicidal ideation category, suggests considerable variation in the intensity of suicidal thoughts within the sample. Such variation remains analytically relevant because lower average suicidal ideation does not establish an absence of individuals experiencing potentially significant psychological distress. Previous research examining psychological well-being and academic resilience similarly treats suicidal ideation as an outcome requiring direct assessment rather than inferring its presence or absence exclusively from positive psychological characteristics (Abbas et al., 2024).

The inverse relationship between resilience and suicidal ideation can be interpreted through the adaptive functions associated with emotional regulation, persistence under pressure, and responses to adverse experiences. Students reporting stronger resilience may possess greater perceived capacity to manage unfamiliar residential circumstances, academic responsibilities, and disruptions to established support arrangements, although the present study did not directly measure the mechanisms connecting these experiences with suicidal ideation. Research involving undergraduate freshmen has emphasized the relevance of resilience and coping strategies to suicidal ideation, supporting the interpretation that adaptive psychological resources are associated with differences in suicidal thinking (Cheung et al., 2019). The cross-sectional evidence obtained here supports a similar correlational interpretation but does not establish whether resilience preceded suicidal ideation or whether psychological distress influenced respondents' evaluations of their adaptive capacities.

The relative strength of the observed association also requires consideration of the conceptual distinction between resilience and the absence of vulnerability. Resilience research has demonstrated that adaptive capacities are not adequately represented by a simple division between psychologically healthy and psychologically vulnerable individuals, because responses to adversity can vary across situations and developmental circumstances (Friborg et al., 2009; Pooley & Cohen, 2010). The moderate negative correlation identified in the present sample is compatible with this distinction, since higher resilience scores were associated with lower suicidal ideation without implying that resilient respondents were categorically unaffected by suicidal thoughts. This interpretation is particularly relevant for university students living away from home, whose academic responsibilities and social adjustment demands may change independently of their perceived psychological resources.

Measurement considerations further delimit the interpretation of the relationship, particularly because both resilience and suicidal ideation were assessed through self-reported questionnaire responses. The resilience instrument demonstrated acceptable internal consistency within the participating sample, with Cronbach's alpha of 0.774, supporting the use of its composite score for the reported analyses. Psychometric investigations of the Connor–Davidson Resilience Scale indicate that measurement properties should be evaluated within specific study populations rather than presumed identical across cultural and developmental settings (Bochaver et al., 2021). Similarly, the Indonesian-language validation of the Suicidal Ideation Scale provides a relevant methodological foundation for assessing suicidal thoughts, although the present study's reliance on self-report does not substitute for clinical evaluation or independent confirmation of psychological risk (Fitriana et al., 2022).

The resilience coefficient remained statistically significant when social functioning and gender were incorporated into the multiple linear regression model, providing additional information beyond the bivariate relationship. Resilience demonstrated an unstandardized coefficient of $B = -1.281$ and a standardized coefficient of $\beta = -0.474$ ($t = -5.512$, $p < 0.001$), indicating that higher resilience scores were associated with lower predicted suicidal ideation scores when the other model variables were held constant. The standardized coefficient was larger in absolute magnitude than that of social functioning, suggesting a stronger conditional association with suicidal ideation within the specified regression model, although this comparison does not establish causal priority. Research addressing resilience and social support as potential protective factors provides a relevant conceptual basis for examining their relationships within multivariable models rather than treating individual adaptive capacity as an isolated explanatory construct (Selak et al., 2024).

The observed relationship has implications for how resilience is incorporated into psychosocial assessment and student welfare practice, particularly when the target population experiences separation from established family environments. Students reporting lower resilience may warrant closer attention to coping difficulties and adjustment demands, but resilience scores should not be used independently to classify individual suicide risk or determine the necessity of professional intervention. Social welfare scholarship emphasizes the relationship between individual capacities,

daily functioning, and environmental resources, suggesting that personal resilience should be assessed alongside the conditions in which students undertake academic and social responsibilities (Sukoco, 2021; Wibhawa et al., 2015). The present findings contribute population-specific evidence that resilience is negatively associated with suicidal ideation among students living away from home in South Tangerang, while their observational character limits interpretation to statistical associations rather than demonstrated preventive effects.

Social Functioning and Suicidal Ideation Among University Students Living Away from Home

Social functioning represents a central dimension of psychosocial adjustment among university students who must maintain academic responsibilities, interpersonal relationships, and everyday activities while living apart from their families. The descriptive analysis of 106 students in South Tangerang produced a mean social functioning score of 35.08 (SD = 4.315), with 48.1% of respondents classified in the high social functioning category. These findings indicate that a substantial proportion of participants reported relatively favorable functioning, although the distribution does not establish that all students possessed equivalent capacities to manage social and academic demands. From a social welfare standpoint, social functioning concerns the ability to fulfill personal needs, perform expected social roles, and address everyday problems rather than merely maintaining interpersonal contact (Sukoco, 2021; Wibhawa et al., 2015).

The social functioning characteristics of students living away from home require interpretation in relation to the responsibilities associated with independent residence and university participation. Students in this population must organize their daily activities, maintain relationships outside their original family environments, and respond to academic expectations without continuous physical proximity to established support networks. The Social Functioning Questionnaire provides a structured approach to examining functioning across everyday social responsibilities, allowing the construct to be distinguished from psychological adaptation or the perceived availability of social support (Tyrer et al., 2005). The reported mean score consequently reflects respondents' assessments of their functional capacities, but it does not independently identify which social roles or everyday difficulties contributed most strongly to individual differences.

Pearson product–moment correlation analysis identified a statistically significant negative association between social functioning and suicidal ideation ($r = -0.460$, $p < 0.001$), indicating that higher social functioning scores tended to accompany lower suicidal ideation scores. The magnitude of this coefficient suggests a moderate inverse relationship, although its absolute value was smaller than the corresponding correlation between resilience and suicidal ideation ($r = -0.594$). These findings are compatible with research emphasizing the relevance of interpersonal resources and psychosocial adaptation to suicidal ideation, while social functioning remains conceptually distinct from perceived social support (Selak et al., 2024; Setiyawan & Astuti, 2024). The principal descriptive and inferential results are presented in Table 3 to clarify the observed association and the conditional contribution of social functioning within the regression model.

Table 3. Descriptive Statistics and Statistical Associations of Social Functioning with Suicidal Ideation

Statistical indicator	Value	Interpretation
Number of respondents	106	Students living away from home
Mean social functioning score	35.08	Sample mean
Standard deviation	4.315	Score dispersion
High social functioning category	48.1%	Reported classification
Pearson correlation (r)	−0.460	Moderate negative association
Correlation significance	$p < 0.001$	Statistically significant
Regression coefficient (B)	−0.577	Adjusted negative association
Standardized coefficient (β)	−0.254	Relative regression coefficient
Regression t-statistic	−3.006	Individual coefficient test
Regression significance	$p = 0.003$	Statistically significant

Source: Primary questionnaire data processed using SPSS version 25, 2026. Regression estimates were adjusted for resilience and gender.

Table 3 demonstrates that social functioning maintained a statistically significant negative association with suicidal ideation in both the bivariate and multivariable analyses. In the multiple linear regression model, social functioning produced an unstandardized coefficient of $B = -0.577$ and a standardized coefficient of $\beta = -0.254$ ($t = -3.006$, $p = 0.003$), indicating that a one-point increase in social functioning was associated with a 0.577-point reduction in the predicted suicidal ideation score when resilience and gender were held constant. The persistence of this association after adjustment indicates that social functioning contributed statistical information beyond that represented by the resilience measure, without establishing an independent causal effect. This interpretation is consistent with the distinction between adaptive psychological resources and the performance of everyday social responsibilities articulated in social functioning scholarship (Tyrer et al., 2005; Sukoco, 2021).

The association between social functioning and suicidal ideation can be examined through the potential relevance of social role performance, interpersonal participation, and everyday problem-solving to psychological vulnerability. Students experiencing difficulties fulfilling academic or personal responsibilities may encounter additional pressures related to perceived inadequacy, interpersonal strain, or reduced participation in their immediate social environments, although these mechanisms were not separately tested in the present study. Research identifying social support as a correlate of suicidal ideation suggests that interpersonal conditions constitute a relevant component of psychosocial vulnerability, but the availability of support should not be interpreted as equivalent to effective social functioning (Selak et al., 2024). The observed negative coefficient is consequently compatible with a relationship between functional difficulties and suicidal thinking, while the cross-sectional design cannot determine whether reduced functioning preceded suicidal ideation or emerged alongside psychological distress.

An important analytical distinction concerns the relationship between social functioning and resilience, which were positively correlated in the study sample ($r = 0.430$, $p < 0.001$). This moderate positive association suggests that students reporting greater adaptive capacity also tended to report stronger everyday social functioning, although the correlation does not indicate that the two constructs measure identical psychological or social characteristics. The conceptual literature distinguishes resilience as a capacity for responding to adversity, whereas social functioning concerns the fulfillment of needs and performance of social roles within everyday environments (Windle, 2011; Sukoco, 2021). Their simultaneous inclusion in the regression model therefore permits a more differentiated examination of suicidal ideation than an analysis relying on either construct alone.

Measurement quality also requires attention when interpreting the observed relationship because social functioning was assessed through a self-reported questionnaire rather than direct observation of respondents' social behavior. The 10-item Social Functioning Questionnaire produced a Cronbach's alpha coefficient of 0.734, indicating acceptable internal consistency for the composite measure in the participating sample. The instrument's established development provides a methodological basis for assessing everyday functioning, but internal consistency alone does not demonstrate that every dimension of social participation was comprehensively captured among students living away from home (Tyrer et al., 2005). Responses may also reflect individual perceptions of functional capacity, which can differ from independently observed academic performance, interpersonal behavior, or the availability of practical assistance.

The relative statistical contribution of social functioning becomes clearer when compared with resilience within the same regression model. The standardized coefficient for social functioning ($\beta = -0.254$) was smaller in absolute magnitude than the corresponding coefficient for resilience ($\beta = -0.474$), suggesting that resilience exhibited a stronger conditional association with suicidal ideation in the specified model. This difference does not establish that social functioning is less important for prevention or intervention, because standardized regression coefficients describe associations under the observed measurement conditions rather than the effectiveness of modifying either predictor. Evidence concerning the interplay between social support and resilience reinforces the need to avoid interpreting psychosocial resources as competing or mutually exclusive domains of student adjustment (Setiyawan & Astuti, 2024).

The findings have implications for social welfare assessment within higher education institutions, particularly for students managing academic and residential responsibilities away from their family environments. Assessments focused exclusively on psychological resilience may overlook functional difficulties involving social participation, fulfillment of daily needs, and the management of interpersonal responsibilities, even when students report relatively favorable adaptive capacities. Social work literature recognizes everyday functioning as a relevant consideration in identifying individual needs and the relationship between personal capacities and environmental demands (Wibhawa et al., 2015; Sukoco, 2021). The present evidence supports including social functioning among the psychosocial characteristics considered in student welfare assessment, while the observational design, purposive sampling procedure, and restricted institutional coverage preclude conclusions that improving social functioning would itself produce reductions in suicidal ideation.

Simultaneous Associations of Resilience and Social Functioning with Suicidal Ideation After Controlling for Gender

The simultaneous associations of resilience and social functioning with suicidal ideation were examined through multiple linear regression involving 106 university students living away from their families in South Tangerang. The analytical model incorporated resilience and social functioning as independent variables, suicidal ideation as the dependent variable, and gender as a control variable to distinguish their respective statistical contributions. This specification allowed the assessment of whether each psychosocial construct maintained an association with suicidal ideation after accounting for the other predictors, rather than relying exclusively on separate bivariate correlations. Previous investigations have associated resilience, psychological well-being, and interpersonal resources with suicidal ideation, providing an empirical basis for evaluating these dimensions within a combined analytical framework (Abbas et al., 2024; Selak et al., 2024).

The correlation matrix demonstrated statistically significant relationships among the principal psychosocial variables, indicating that the predictors were related but not empirically identical. Resilience was negatively correlated with suicidal ideation ($r = -0.594$, $p < 0.001$), while social functioning exhibited a corresponding negative association ($r = -0.460$, $p < 0.001$). Resilience and social functioning were positively correlated ($r = 0.430$, $p < 0.001$), suggesting that higher adaptive capacities tended to accompany stronger everyday social functioning within the participating sample. This pattern is compatible with conceptual accounts distinguishing personal adaptation from the performance of social responsibilities while recognizing that psychological resources and social participation may be interconnected (Windle, 2011; Sukoco, 2021).

Before interpreting the regression coefficients, the normality assumption was examined using the Kolmogorov–Smirnov test applied to the regression residuals. The test yielded a significance value of 0.064, exceeding the predetermined threshold of 0.05 and indicating that the analysis did not detect a statistically significant departure from normality. This result supported proceeding with the reported parametric analyses, although a nonsignificant normality test does not independently establish that every assumption relevant to linear regression has been satisfied. The interpretation of the resulting estimates consequently remains bounded by the analytical procedures documented in the study and the limitations of self-reported observational data, consistent with the methodological distinction between statistical association and causal explanation emphasized in resilience research (Pooley & Cohen, 2010).

The multiple linear regression model was statistically significant ($F = 23.348$, $p < 0.001$), with a multiple correlation coefficient of $R = 0.638$ and a coefficient of determination of $R^2 = 0.407$. The adjusted R^2 of 0.390 indicated that approximately 39.0% of the variation in suicidal ideation scores was accounted for after adjusting for the number of predictors in the model. Although the explained variation was substantial within the participating sample, the remaining unexplained variation indicates that the specified psychosocial variables and gender did not provide an exhaustive statistical representation of suicidal ideation. This limitation is compatible with the broader literature identifying suicidal ideation as a phenomenon associated with multiple psychological and social conditions rather than a single adaptive characteristic (Cheung et al., 2019; Selak et al., 2024).

The regression estimates presented in Table 4 provide a direct comparison of the conditional associations of resilience, social functioning, and gender with suicidal ideation. Resilience demonstrated the largest standardized coefficient in absolute magnitude ($\beta = -0.474$), followed by

social functioning (β = −0.254), whereas gender exhibited a comparatively small coefficient (β = −0.058). Both principal psychosocial predictors remained statistically significant after mutual adjustment, supporting their inclusion as distinct explanatory variables within the specified model. This pattern extends earlier correlational evidence concerning resilience and suicidal ideation by evaluating everyday social functioning as an additional construct rather than treating interpersonal resources exclusively as perceived social support (Putri & Tobing, 2020; Setiyawan & Astuti, 2024).

Table 4. Multiple Linear Regression Analysis of Resilience, Social Functioning, and Gender in Relation to Suicidal Ideation

Predictor	Unstandardized B	Standardized β	t	p
Constant	97.592	—	10.708	< 0.001
Resilience (X1)	−1.281	−0.474	−5.512	< 0.001
Social functioning (X2)	−0.577	−0.254	−3.006	0.003
Gender (control)	−1.683	−0.058	−0.742	0.460

Model statistics: n = 106; R = 0.638; R^2 = 0.407; adjusted R^2 = 0.390; F = 23.348; model p < 0.001. Gender coding: male = 0, female = 1. Source: Primary questionnaire data processed using SPSS version 25, 2026.

As reported in Table 4, the negative coefficient for resilience (B = −1.281, p < 0.001) indicates that each one-point increase in resilience was associated with a 1.281-point decrease in the predicted suicidal ideation score when social functioning and gender were held constant. The corresponding coefficient for social functioning (B = −0.577, p = 0.003) indicates a smaller but statistically significant inverse association under the same adjustment conditions. These coefficients should not be interpreted as equivalent measures of intervention effectiveness, because they reflect observational relationships between measured variables rather than changes produced by experimentally modifying resilience or social functioning. Their simultaneous statistical significance nevertheless provides evidence that the two constructs offer distinguishable information about suicidal ideation, consistent with theoretical distinctions between adaptive capacity and the fulfillment of everyday social roles (Friborg et al., 2009; Tyrer et al., 2005).

Gender did not demonstrate a statistically significant association with suicidal ideation after controlling for resilience and social functioning (B = −1.683, β = −0.058, p = 0.460). The negative coefficient indicates that female respondents had lower predicted suicidal ideation scores than male respondents under the study's dummy-coding procedure, but the estimate was not sufficiently precise to establish a statistically significant difference at the specified threshold. Interpretation requires particular caution because the sample comprised 82 women (77.4%) and 24 men (22.6%), producing an unequal distribution between the gender categories and limiting the precision of subgroup comparisons. Earlier studies have examined suicidal ideation across heterogeneous student populations, reinforcing the need to distinguish sample-specific statistical estimates from assumptions about stable demographic differences across educational settings (Cheung et al., 2019; Abbas et al., 2024).

The relative magnitude of the standardized regression coefficients suggests that resilience exhibited a stronger conditional association with suicidal ideation than social functioning within the specified model. This finding should not be interpreted as evidence that psychological capacities are inherently more consequential than social conditions, since the coefficients depend on the operational definitions, measurement properties, observed score distributions, and covariates included in the analysis. The positive correlation between resilience and social functioning further indicates that the two constructs share some observed variation, although the available evidence does not establish a mediation pathway, interaction effect, or causal sequence between them. Research examining resilience as a potential explanatory component in relationships involving social support and suicidal ideation illustrates the relevance of such mechanisms, but their evaluation would require analytical procedures beyond those reported in the present investigation (Setiyawan & Astuti, 2024; Selak et al., 2024).

The explanatory capacity of the regression model offers a basis for interpreting psychosocial vulnerability among students who undertake university education while residing separately from their

families. The R^2 value of 0.407 indicates that resilience, social functioning, and gender collectively accounted for 40.7% of the observed variation in suicidal ideation scores, leaving 59.3% outside the variation explained by the specified linear model. This unexplained component does not demonstrate the influence of any particular omitted variable, although previous research on student psychological distress identifies additional domains that may warrant examination in subsequent investigations (Astutik et al., 2020). Model development should consequently distinguish established empirical findings from hypotheses concerning other psychological, interpersonal, and environmental characteristics that were not measured or analyzed in this study.

The combined findings have implications for university-based psychosocial assessment and the organization of student welfare services, especially for students experiencing the demands of independent residential and academic adjustment. Resilience and social functioning emerged as statistically distinct correlates of suicidal ideation, suggesting that assessments restricted to individual coping capacities may provide a narrower representation of student circumstances than assessments that also consider everyday role performance and practical social difficulties. Social welfare scholarship supports examining personal capacities together with the individual's functioning within social environments, providing a conceptual foundation for considering both constructs when identifying students who may require additional assistance (Wibhawa et al., 2015; Sukoco, 2021). The contribution of the present study lies in demonstrating these simultaneous associations within a defined university population, while its cross-sectional design, purposive sampling procedure, reliance on self-reported measurements, and restricted institutional coverage preclude causal conclusions or unrestricted generalization to other student populations.

CONCLUSION

This study established that resilience and social functioning were significantly and negatively associated with suicidal ideation among university students living away from home in South Tangerang, Indonesia. Pearson correlation analysis identified a moderate negative association between resilience and suicidal ideation ($r = -0.594$, $p < 0.001$), alongside a negative association between social functioning and suicidal ideation ($r = -0.460$, $p < 0.001$). Multiple linear regression confirmed that resilience ($B = -1.281$, $\beta = -0.474$, $p < 0.001$) and social functioning ($B = -0.577$, $\beta = -0.254$, $p = 0.003$) retained statistically significant associations with suicidal ideation after adjustment for gender. Gender was not a statistically significant predictor in the adjusted model ($B = -1.683$, $p = 0.460$), indicating that the observed relationships involving resilience and social functioning remained significant independently of the gender variable included in the analysis. The regression model was statistically significant ($F = 23.348$, $p < 0.001$) and explained 40.7% of the observed variation in suicidal ideation scores ($R^2 = 0.407$; adjusted $R^2 = 0.390$). These findings answer the research objectives by demonstrating that individual adaptive capacity and everyday social functioning constitute distinct psychosocial correlates of suicidal ideation within the participating student population.

The study contributes empirical evidence to social welfare research by integrating resilience and social functioning within a single analytical framework, demonstrating that both constructs provide distinguishable statistical information concerning suicidal ideation. Its practical implications support consideration of psychological coping capacities, everyday social role performance, and interpersonal adjustment when developing university-based student welfare assessments, counseling services, mentoring arrangements, and referral mechanisms. These applications should remain responsive to individual circumstances rather than treating resilience or social functioning scores as independent indicators of clinical suicide risk. The cross-sectional design, purposive sampling procedure, reliance on self-reported questionnaires, and concentration on three higher education institutions restrict causal interpretation and generalizability beyond the participating respondents. Subsequent research should examine these relationships using larger and more diverse samples, longitudinal designs, and additional psychosocial variables to clarify their temporal relationships and improve the explanatory capacity of the analytical framework. The principal contribution of this investigation is the identification of simultaneous, statistically significant associations between resilience, social functioning, and suicidal ideation, providing a population-specific empirical basis for more differentiated psychosocial assessment among university students living away from their families.

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