

Not Just a Complaint: Students' Solidarity as a Social Function in the Academic World

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Abstract

In undergoing lectures, of course, it cannot be separated from academic demands, sometimes these demands make students have excessive pressure that disrupts their daily lives. With this, students make confiding as a form of solving their academic problems because when they tell stories they will feel similarities in feelings and situations. The purpose of this study is to analyze how student solidarity is formed due to problems such as academic pressure. The theory used by Emile Durkheim's Functionalism theory is in line with Emile Durkheim's Functionalism theory where when a person cannot carry out his daily activities, the social function in his life becomes dysfunctional. In addition, it discusses the relevance of the derivative concept of Emile Durkheim's Functionalism theory, namely Mechanical Solidarity where a person becomes a group because of feelings and situations of compatibility. The method used is qualitative method with data collection through interviews with active students and literature studies. The research shows that the solidarity that is grown in the academic world is problem solving such as academic pressure because it raises motivation such as learning and discussion together even, because of this solidarity, someone gets to know each other better.

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1. INTRODUCTION

In the context of stressful campus life, students often experience complex psychosocial dynamics. Mental health and the need for social support are central issues that are increasingly receiving attention. One form of response to this situation is the emergence of the practice of sharing stories or "curhat" between students which is increasingly common, both directly and through social media.

In recent years, the phenomenon of students sharing stories or "confessing" about academic pressure, personal problems, and anxiety about the future has become increasingly common, both directly and through social media. Studies show that more than 30% of students experience mild to moderate mental health disorders, with the majority of them choosing to talk to peers rather than accessing official campus counseling services (Rahman et al., 2024). Platforms such as online chat groups, anonymous campus forums, and open discussion rooms on social media have become popular mediums for confiding. Kurniawan et al. (2022) found that social support from peers has a significant contribution

to students' emotional regulation abilities, especially those who are experiencing high academic burdens such as a thesis.

When viewed from the perspective of Durkheim's classical functionalism theory, this phenomenon is not merely a form of personal communication, but has a certain social function in maintaining the balance of life together. Durkheim views that every social phenomenon including informal activities such as sharing one's feelings has a role in maintaining order and stability in society. Therefore, sharing activities between students can be interpreted as part of a social mechanism that helps the campus community remain integrated and cohesive (Rahmat & Suhaeb, 2023). This understanding shows that sharing activities among students actually contain deeper functional values for their social lives.

In reality, sharing one's feelings is not only a means of venting emotions, but also of forming and maintaining solidarity among fellow students. In Durkheim's framework, solidarity is an important foundation for the continuity of society, and informal forms of communication like this contribute to the formation of mechanical social solidarity, namely based on shared experiences and values. Active participation in the campus community, including informal organizations or groups, can strengthen the sense of togetherness among students. Thus, sharing one's feelings is no longer considered a trivial personal activity, but as part of a social dynamic that plays a role in maintaining social cohesion. It is hoped that higher education institutions will begin to recognize and facilitate these kinds of student solidarity practices as important assets in creating a healthy, supportive, and socially just academic environment (Zainullah et al., 2020).

The phenomenon of venting among students can also be seen as a response to limited access or stigma attached to formal mental health services on campus. Reluctance to seek professional help is often caused by shame, fear of negative judgment, or lack of information about available services (Kamaruzzaman & Sulistiawan, 2020). In this context, peers become the first and primary source of support due to emotional closeness, understanding of similar experiences, and ease of access.

In addition, the digital era has accelerated and expanded the practice of sharing among students. Social media platforms and instant messaging applications provide a virtual space where students can share their concerns without time and place constraints. The anonymity offered by some online platforms also allows students to be more open about personal problems that may be difficult to express in person (Rachmawati & Nurhamida, 2018). However, it should be noted that online interactions also have potential risks, such as a lack of deep emotional validation or even the spread of inaccurate information.

The impact of the pattern of forming social solidarity in social groups between students in Baraka District is the occurrence of cooperative relationships, harmony, avoidance of various types of conflict, the creation of security, peace and of course the most important thing is the formation of student character that reflects the figure of students who will become the golden generation in the future.

Thus, the phenomenon of sharing one's feelings between students, both directly and online, is a complex manifestation of the need for social support, limited access to formal services, and the influence of technology. This article offers a relatively new approach by viewing the practice of sharing not merely as individual emotional interactions, but as a mechanism for forming social solidarity in the campus environment from the perspective of Durkheim's classical functionalism theory. The focus of this study lies in two main aspects, namely: (1) factors that encourage the emergence of solidarity between students, and (2) the impact of this solidarity on social dynamics and the psychological well-being of students. Therefore, this article aims to analyze the phenomenon of sharing one's feelings between students as a form of social mechanism that functions to maintain social

integration, by examining the driving factors and their impacts within Durkheim's framework.

2. RESEARCH METHOD

This study uses a qualitative approach to understand how student solidarity is formed and implemented in everyday academic life, especially through the practice of sharing stories or venting. This approach was chosen because it allows researchers to explore students' subjective experiences and understand the social context surrounding their interactions (Hertanto, Warganegara, & Mulyaningsih, 2021). Social solidarity between students, which often occurs in the form of emotional support or as a place to share stories, plays an important role in maintaining mental well-being and strengthening social ties in the campus environment (Deal, Yuliana, & Idris, 2023).

Data collection was conducted through two main methods: in-depth interviews and literature studies. Interviews were conducted with students selected using purposive sampling techniques, namely those who have experience or involvement in social activities that reflect solidarity. Participant criteria include those who are active in providing emotional support, being a place to tell stories, or being involved in the student community. Interviews were conducted in a semi-structured manner, with open-ended question guides to allow participants to explain their experiences freely. This technique was chosen so that researchers could dig up in-depth and contextual information.

In addition to interviews, literature studies were also conducted to strengthen the theoretical basis and broaden understanding of social solidarity, interpersonal communication, and the dynamics of student life in the academic world. The literature reviewed includes classical and contemporary theories of social solidarity, as well as previous research findings in Indonesia (Simamora & Irwan, 2021; Apritzal, 2023). This literature study is important to enrich the interpretation of interview results and bridge field data with theory.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The following are the results of interviews conducted with several sources with the criteria of active students from the 2023, 2022, and 2021 intakes with different majors.

Table 1. Interview Results with Resource Person 1

| No | Question | Resource Person's Answer | Findings |
|----|--|---|--|
| 1 | Can you tell us about your experiences during your studies so far? | In terms of socializing, I did not feel culture shock, my friends are from West Java so, it was not too difficult to interact. Also, from the environment, I have known UPI for a long time. In terms of academics, the lecture schedule was quite surprising because the time was flexible and uncertain so it depended on the lecturer, but it felt like a regular school only the time was flexible. The assignments given were like projects, articles, KTI but I was not too surprised because I had been introduced to them since high school. There was something that made me really dizzy because the accounting | Academic pressure received from lecturers, assignments, and group mates. |

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| | | major where making journals and tables had to be written manually in a book. At the beginning of the semester, the material given directly was difficult. Very stressed with group assignments because the people sometimes hindered because they did not contribute to the group. | |
| 2 | How does this pressure affect everyday life? | Actually, if I have a lot of assignments and am feeling dizzy, if I skip meals, not only do I have to finish everything, I am willing to stay up late so my sleep pattern is disturbed. At most, when I am working on assignments, I become slow to respond to chats. | It has effects such as disrupting sleep patterns and withdrawing social interaction. |
| 3 | Do you feel there is a sense of togetherness or solidarity among students in dealing with pressure? | Sometimes it happens, there are difficult subjects that are not given examples of questions, the lecturer only gives theory. Almost many are clueless to do it, the result is doing it as best as possible. Then I did try to understand and do it and it turned out that even though it was not completely correct, it turned out that there was something right. From there I asked a lot of questions to the lecturer and assumed that my friends around me thought I could. Because of that, many friends wanted to study together with me. | When there is someone who can provide shared motivation to solve the problem or stress. |
| 4 | What kind of support do you usually receive or give to your friends? | Usually the form of support is studying together, either in person or online. With that, I am very helped so I don't get stressed alone and because there is a discussion, it is easier to understand the material. | The support provided is in the form of collaborative learning. |
| 5 | Do you think this solidarity helps create "balance" in campus life? | In my opinion, it can have a direct effect because for example we are under pressure from assignments and then finally by completing them together there is a mutual symbiosis that is mutually beneficial. So, the existence of a relationship between people is because of the symbiosis and also with this solidarity it creates closeness in other things besides academics. | The existence of solidarity builds mutualistic symbiosis. |

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| 6 | What would happen if that solidarity was lost? Would it have a negative impact on students? | If I were in that position, I wouldn't be too down but I feel like I have to go the extra mile so I have to do everything myself. If there are friends, there's someone I can ask. | The impact is the difficulty of carrying out lectures |
| 7 | Have you ever had a unique experience related to student solidarity? | At most, you will become close to people you have never interacted with before while studying together. | Expanding interactions arising from solidarity. |

Table 2 Results of Interview with Source 2

| No | Question | Resource Person's Answer | Findings |
|----|---|---|--|
| 1 | Can you tell us about your experience during your studies so far? | In terms of academics, it is certainly very different from high school, especially because I crossed majors, the differences are also very visible, one example is that maybe in high school there was more theory and homework, while now theory and practical assignments are balanced and practical course assignments sometimes make you overwhelmed because you have to practice a lot and are more required to be able to. Then the learning method is also different, now there is more peer tutoring compared to high school, there is more focus on the material being studied, more teachers prepare. | Respondents felt a striking difference between high school and college, especially because of the cross-majors. He said that practical assignments in college were more challenging and required intensive practice. Learning patterns have also changed, from being teacher-centered to using more peer tutors. |
| 2 | How does this stress affect your daily life (e.g., sleeping, eating, social relationships)? | From my experience, it is very influential, because when you are feeling pressured it will affect your sleep pattern, either because of too many assignments and being haunted by deadlines, it also affects your eating pattern, which is usually more regular but this time you eat less because of not enough time or your mood is the determining factor because of one of the influences of the pressure. In terms of friendship, the difference is also very contrasting in my opinion, the friendship environment here is not easy to adapt to, I needed 2 semesters to start adapting to the friendship environment, even then there are so many problems that arise whether we | Academic pressure directly impacted the respondents' lives, especially on their sleep and eating patterns, which became irregular. Social relationships were also affected; it took the respondents two semesters to adapt to a competitive and emotionally challenging friendship environment. |

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| | | have high egos, are selective in choosing friends, or each person's ambition also affects relationships with others | |
| 3 | Do you feel there is a sense of togetherness or solidarity among students in dealing with this pressure? | Yes. Especially as the semester progresses, the more burdens of courses are carried, but there are things we can take. One of them is that we face it together, even something as small as eating together after a course, especially a difficult course or facing certain exams, can temporarily relieve the burden that has been passed, practicing together at the end of the day to get a good assessment from the lecturer or doing assignments together in a friend's boarding house can also build togetherness. | Respondents felt solidarity among students, especially when the study load increased. Togetherness was built through simple activities such as eating together, studying in groups, or doing assignments together, which helped relieve stress and strengthen relationships between friends. |
| 4 | Can you explain what kind of support you usually receive or give to friends during assignment/exam season? (e.g. studying together, giving each other materials, motivation, etc.) | Usually we often study together, practice together, share materials or knowledge about something we have learned, support each other, listen to each other and provide input on anything that hinders us in completing assignments or exams. | Support between friends during assignment or exam seasons is shown through studying and practicing together, sharing materials, and giving encouragement and input. Respondents also mentioned the importance of listening to each other to understand the obstacles faced by each other. |
| 5 | Do you think this solidarity helps create "balance" in campus life? | Very helpful, because this reason is one of the factors that can increase motivation or enthusiasm in lectures. | Respondents felt that solidarity between students was very helpful in creating a balance in life on campus, because it could |

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| | | | increase motivation and enthusiasm in studying. |
| 6 | What happens if solidarity is lost? Is there a negative impact on students? | There will definitely be things that change, whether it's relationships between friends, lost trust, and sometimes bad news can spread by word of mouth. If someone is naughty, it will immediately spread. | According to respondents, the loss of solidarity can trigger the breakdown of friendships, loss of trust, and the emergence of social conflicts such as the spread of negative issues between students. |
| 7 | Have you had any unique or interesting experiences related to student solidarity when facing academic pressure? | If it's unique and interesting, maybe I don't know, but this is more like strange but memorable, for example in the 3rd semester yesterday we got 2 courses where the lecturer was busy and was often replaced by an assistant lecturer, the only problem was that the assistant lecturer was a bit annoying because he was complicated, wanted a lot and was selective about students who he thought were interesting, there was a point where almost all of us were pretty fed up with the assignments given, so we decided not to do any of them. FYI the course was difficult plus the lecturer was like that, imagine, for example, we had a tight deadline for the assignment in 1 week, our class got 4 to 6x8 assignments, not equivalent to other class assignments with different lecturers who only got 2x8 | Respondents shared a unique experience of solidarity when a class agreed not to do an assignment because they felt they were being treated unfairly by the teaching assistant. This decision arose from a shared sense of frustration due to excessive workload and unequal treatment compared to other classes. |

Table 3 Results of Interview with Source 3

| No | Question | Resource Person's Answer | Findings |
|----|--|---|--|
| 1 | Can you tell us about your experiences during your studies so far? | During 6 semesters of college, it certainly wasn't easy for me to survive until now. There was definitely a lot of pressure while studying, starting from the pressure of the quantity of assignments, the pressure of short deadlines, to social pressure. However, I think it has | Pressure arises from college assignments, short assignment deadlines, and social pressure. |

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| | | become an added spice to my academic journey. | |
| 2 | How does this pressure affect everyday life? | It quite affects several things in my daily life, the most visible and definitely affected are sleep and meal times. From some of these pressures, it certainly messes up sleep and meal times. For social relationships, it's actually normal because it can balance things out. | It has effects such as disrupting sleep patterns and withdrawing social interaction. |
| 3 | Do you feel there is a sense of togetherness or solidarity among students in dealing with pressure? | What I personally felt was being in batch 22, especially in class 6B, there was a very real sense of togetherness and solidarity between us. The warmest thing, for example, was when we were assigned and pressured to take and find independent internship partners, but on the one hand we were also pressured to attend lectures and all the assignments, that's where the solidarity was felt starting from negotiations and walking together. | Yes, when pressure arises we work together to get relief from the pressure given. |
| 4 | What kind of support do you usually receive or give to your friends? | If I am with your <i>peer group</i> When I have a lot of assignments piling up or it's exam season, I often meet to work on assignments together, complement each other, and also study together via Google Meet or in person when there's an exam coming up. | Help each other, accompany each other when doing assignments, etc. |
| 5 | Do you think this solidarity helps create "balance" in campus life? | It is very helpful, because if I walk alone I think I will easily get tired and give up because of the pressure. So don't be anti-social, find friends who are truly "friends" so that social solidarity is created between individuals. | It really helps to not get tired and give up easily. |
| 6 | What would happen if that solidarity was lost? Would it have a negative impact on students? | It could be, the smallest thing is being lazy about going to college or it could be the biggest thing is... <i>suicide</i> . | The impact will make students lazy to go to college or even do it <i>suicide</i> . |
| 7 | Have you ever had a unique experience related to student solidarity? | Yes, in the 5th semester in the statistics course, during the exam season, specifically the DAILY QUIZ, UTS, and UAS, I was with... <i>peer group</i> I feel that we don't have a good grasp of the statistics course, so every day before the exam we study together | Regularly study together during exam season for a long duration in order to understand a subject. |

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| | | via Google Meeting from 8 pm to 5 am. | |
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3.2. Discussion

Factors that Encourage the Emergence of Student Solidarity

Social groups are a group of individuals who live together and interact with each other. In order for a group of people to be categorized as a social group, there are several requirements that must be met, in the world of education a social group is a student. The factors that encourage solidarity such as each member must realize that they are part of the group. There are certain similarities between group members that strengthen their relationships. These similarities include, fate, interests, goals, political ideology, and the same enemies (Saidang & Suparman, 2019). Based on the results of the interviews that have been conducted, the factors they feel solidarity such as feelings of the same fate because they do not understand a lecture material, have the same short assignment deadlines, adapt to a new environment due to a change of career. With this, students have academic pressure which causes psychological problems such as stress, demotivation, burnout, and so on.

Based on previous research, it shows that academic stress has a significant impact on students' mental health, affecting various emotional, physical, and social aspects. Academic pressure, such as excessive workload, demands to achieve high achievement, and ineffective time management, can trigger mental disorders such as anxiety, depression, and burnout (Sari, 2024). In addition, this stress also contributes to the emergence of physical symptoms, such as sleep disorders, psychosomatic complaints, and decreased immunity. The social impacts caused, such as social isolation, also worsen the mental condition of students. Referring to Emile Durkheim's functionalism theory which explains that the balance of life runs based on how the role of social functions applies well. In this case, academic pressure makes students dysfunctional because their daily lives are disrupted.

Referring to the concept of Emile Durkheim's Mechanical Solidarity theory, Mechanical solidarity is a type of solidarity that arises from the collective consciousness of individuals with similar characteristics and norms. The main characteristic of mechanical solidarity is the high level of similarity between individuals and the low level of dependence on each other Arif, A. M. (2020). Based on the results of the interview analysis, the informant also gave the opinion that student solidarity when in a situation of academic pressure will show a sense of togetherness in the same fate. This feeling will give rise to several forms of solidarity such as studying together, exchanging stories about the problems they experience, and helping each other. Based on the results of the interviews conducted, the informant argued that storytelling fosters a sense of humanity that wants to strengthen and need each other. Therefore, the emergence of solidarity as a form of their concern for the situation and conditions of the problem together.

The Impact of Solidarity Between Students on Social Dynamics and Psychological Well-being in the Campus Environment

Solidarity between students has a strategic role in forming healthy social dynamics and improving psychological well-being in the campus environment. Based on the results of interviews with three informants, it is clear that academic pressure is the main challenge they face, such as the number of assignments, tight deadlines, to demands from lecturers or a competitive lecture environment. For example, Informant 1 said that the pressure from piling assignments can affect his sleep patterns and social

interactions, where he becomes slow *to respond to* messages because they are too focused on doing assignments. The same thing was also felt by Sources 2 and 3, who both experienced eating and sleeping disorders due to constant academic pressure.

However, behind the pressure, a collective strength emerged in the form of solidarity between students. When students feel supported by their classmates, whether in the form of group study, sharing materials, or simply listening to each other's complaints, they feel lighter in facing the burden of college. Resource person 2, for example, said that activities such as eating together after class or studying at a friend's boarding house can relieve academic pressure while strengthening social relationships. Resource person 3 also emphasized that togetherness when facing pressure such as internships or exams creates solidarity and prevents excessive emotional exhaustion.

From the interview, it is clear that solidarity not only makes it easier to complete academic tasks, but also builds deeper relationships between students. As stated by Resource Person 1, solidarity creates a mutualistic symbiosis where each individual benefits from the cooperation. In fact, solidarity can be a bulwark against more severe negative impacts, such as the desire to give up or even the emergence of extreme thoughts such as suicide, as expressed by Resource Person 3.

This finding is in line with various academic studies. Research by (Raina Salsabila & Hermina, 2024) showed that positive friendship quality was significantly correlated with students' psychological well-being, especially in terms of sense of worth and ability to manage emotions. Meanwhile, Hayfatunisa & Suyasa S.Y., (2024) stated that perceptions of social support have a positive relationship with students' subjective well-being, including life satisfaction and positive affect. Thus, solidarity between students is not just a form of social intimacy, but is an important factor in maintaining mental health, creating a supportive academic environment, and strengthening social networks that have an impact on individual psychological resilience. This kind of solidarity needs to be continuously fostered by educational institutions through facilitating collaborative spaces and dialogue between students.

4. CONCLUSION

Solidarity and togetherness among students play an important role in helping them cope with the pressure of study. Academic demands such as piling up assignments, exams, and achievement expectations often cause stress, loss of enthusiasm for learning, and even mental exhaustion. In conditions like this, support from peers is needed. Activities such as studying together, exchanging stories, and helping to complete assignments can create a sense of togetherness that reduces feelings of stress. This solidarity arises because of a sense of shared responsibility in living life as a student, thus creating a relationship that strengthens each other emotionally. This supportive social environment is one of the important factors in maintaining students' mental health. This is in line with Emile Durkheim's functionalism theory which states that individual well-being is greatly influenced by the continuity of social functions that run well within a group or society.

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