

Research Article

# The Blind Side 2009: Impact of Family Support in Shaping Identity and Success

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## ABSTRACT

This study explores the role of family support in shaping an individual's identity and how such support influences personal success, as depicted in the film *The Blind Side* (2009). It focuses on how the emotional, social, and material support provided by the Tuohy family positively impacted Michael Oher's psychological development, self-confidence, and academic achievement. Using a qualitative descriptive design, the study analyzed data in the form of dialogues, scenes, and storylines relevant to the research focus. Data collection involved repeatedly watching the film and noting significant scenes or dialogues, which were then analyzed using the Miles & Huberman (1994) qualitative data analysis model, including data reduction, data presentation, and conclusion/verification. The results indicate that consistent family support was crucial in shaping Michael Oher's identity, self-confidence, and motivation. The emotional warmth, acceptance, and structured guidance from the Tuohy family enabled Michael to overcome past trauma and social barriers, enhancing his academic performance, athletic abilities, and self-confidence. This research contributes by demonstrating how media portrayals, such as *The Blind Side*, can provide insights into the psychological and social dynamics of identity formation, offering valuable perspectives for educators, counselors, and researchers studying the impact of family support on adolescent development.

**Keywords:** Academic achievement; Family support; Identity formation; Self-confidence

## 1. INTRODUCTION

An individual is not simply someone who is important, but is shaped through interactions with their environment, especially within the family. In a society still rife with racial discrimination, families provide significant support for individuals in developing their identities for success, especially for those who are different or feel incapable and lack confidence in facing social challenges such as discrimination. Racial discrimination can damage a person's self-confidence, but this can be overcome with family support. Adolescents who receive high family support have higher self-confidence than adolescents who receive low family support (Salwani & Cahyawulan, 2022). Parents should be mentors and supervisors for their children in the family. Children who grow up in families with positive parenting styles will be able to build their self-esteem well. (Sugiarti et al., 2022)

In the context of social psychology, family support is very important in shaping a person's identity and self-esteem, especially when racial discrimination is involved. Among black students, family support is a driving factor for higher self-esteem and a more integrated racial identity. This support facilitates adaptive coping strategies, which foster a positive view of oneself amid racial pressure. (Williams et al., 2021). Albert Bandura (1977) proposed that individuals acquire knowledge through their social environment by observing and imitating people who are meaningful to them, especially their families. This is known as Social Learning Theory, which encompasses the concepts of observational learning, modeling, self-efficacy, and reciprocal determinism. Learning through observation from family and peers can significantly increase self-confidence, because in general, adolescents observe adaptive adjustment strategies demonstrated by supportive figures who are stronger in their ability to resist discriminatory norms. This is in line with reciprocal determinism, where environmental cues reinforce individuals (Shaikh & Chandio, 2024). The concept of learning through observation is a process in which a person learns by observing and imitating others without having to experience the consequences directly. The concept of modeling is a process in which individuals exhibit behavior that is imitated by others. On the other hand, self-efficacy involves an individual's belief in their ability to achieve predetermined goals. Reciprocal determinism is a theory that states that individual behavior, personal factors, and the environment influence each other. Reciprocal determinism assumes that the interaction between personal factors, behavior, and environmental factors is dynamic. Belief in one's abilities, which develops from environmental influences, will affect health behavior to complement how both individual

agents and context determine outcomes. (Warner & Schwarzer, 2020).

The family plays an important role in shaping an individual's personality and behavior. Through the family, a person will learn about life values, social norms, and even how to solve problems. The family serves as a reference in shaping the character and morals of children in the future. (Habib & Nadira, 2024). Family support has a major influence on the development, adjustment, and problem-solving abilities of the individual concerned. The more support a person receives from family, friends, and loved ones, the higher their level of subjective well-being (Andini, 2025). One factor that has the potential to increase a person's psychological well-being is social support. (Kurniawan, 2020). This is in line with similar research conducted by (Kirana & Suprpti, 2021), which shows that social support can improve psychological well-being. Social support can take the form of attention, affection, advice, financial assistance, or active participation in a person's activities. With family support, a person tends to have higher self-confidence, be able to manage stress better, and maintain a more stable level of psychological well-being.

The study of family support in shaping individuals has been discussed previously by researchers such as Lestari in her study *The Relationship between Family Social Support and Self-Efficacy in Adolescents*, (Mariatul et al., 2024) which examined the relationship between family and self-efficacy. The study explained that family support provides clear evidence of an increase in a person's self-confidence, which is relevant to the theory of self-efficacy. Then (Toyoshima & Nakahara, 2021) in his research examined how social support relates to the formation of a person's identity, even among parents. Furthermore, (Jones & Rogers, 2023), investigated and understood the role of parents in shaping the meaning of identity in adolescents as they age among multiracial black college students. Meanwhile, Garuda Sakti & Naryoso (2025) discuss the problem of depicting the development of youth that has an impact on the success story of children, especially for black American children, especially in films. Last, (Akines et al., 2025) examine the impact of family and coach support on adolescents' psychological development and athletic performance. Children up to the age of 18 will spend 60-80% of their time with their families. Until this age, they still need love and support from their parents and families. Therefore, character education must begin in the family, because the family is the first environment that shapes a child's character. (Sitepu, 2024). Although the above studies have discussed issues of racism and the impact of family support in shaping individuals, there are still gaps that can be discussed, namely studies that focus on the influence of family support on a person's career success.

Based on previous studies adolescents tend to spend a lot of time with their families, so they still really need affection, attention, moral support, and character education (Akines et al., 2025) this study aims to show that moral support from family is very important in deepening one's identity and fulfilling basic psychological needs. This has a direct impact on personality development and an individual's ability to survive and thrive in certain situations. Children are often likened to blank sheets of paper that must be filled in. In this case, parents play a very dominant role in educating children from an early age, with gentleness and affection to build positive habits, as well as being able to set an example (Habib & Nadira, 2024). That is why this study uses Albert Bandura's self-efficacy theory approach. The results of this study are expected to contribute theoretically and practically to understanding the importance of the family's role as the main foundation in the process of forming one's identity and achieving success, especially amid the reality of discrimination that still exists today. In a previous study described by Lestrasi 2024, which examined the relationship between family support and character development in adolescents. However, this study still has several weaknesses that need to be explored further, namely how family support shapes a person's character and how that character can give them the confidence to achieve their desired goals. The researchers chose the film *The Blind Side* as a subject of study that was highly relevant to the objectives of this study. The main difference between this study and the study conducted by Lestari (2024) lies in the research method. Lestari's (2024) research used a quantitative approach with a cross-sectional method and purposive random sampling technique, while this present study adopted the self-efficacy theory proposed by Bandura (1997) and used the Miles & Huberman (1994) model in analyzing qualitative data.

## 2. RESEARCH METHOD

This study uses a descriptive qualitative research design with Albert Bandura's (1977) concept of self-efficacy theory. Self-confidence is believed to have a positive influence on students' academic achievement (Han & Wang, 2021). A qualitative approach was used because the focus of this study is to gain an in-depth understanding of the meaning and social messages in film narratives. (Oranga & Matere, 2023) explain that qualitative research helps to gain a complex and in-depth understanding of a particular context or phenomenon. This can help identify activities that are taking place in real time. Qualitative research methods refer to research approaches that produce descriptive data. This descriptive data is obtained from observations in written, verbal, or behavioral form from research subjects. (Waruwu, 2024). Meanwhile, a descriptive approach was used to provide an accurate description of the process of identifying and interpreting the main data from the film *The Blind Side* (2009), which consisted of dialogues, scenes, and storylines containing thematic elements in line with the focus of this study. The author acted as the main instrument, watching the film carefully and repeatedly to note important scenes or dialogues. The data recorded by the researcher was then filtered and the most important parts relevant to the focus of this study were selected. After that, the results were compiled in a coherent and argumentative descriptive narrative form. The identified and collected data were analyzed using Miles & Huberman's (1994) qualitative data analysis model, which consists of data reduction, data presentation, and conclusion/verification.

### 3. RESULTS AND DISCUSSION

This study discusses the impact of family support on individual success, adapted from the movie *The Blind Side* (2009), and concludes that moral support from family members is very important in difficult or stressful situations, because these situations play a crucial role in strengthening individual identity and fulfilling basic psychological needs. This finding is organized into two sections: section one, the portrait of self-efficacy, and section two, the process of self-efficacy proposed by Albert Bandura (1977).

#### 3.1 The depiction of the main character’s self-efficacy in the movie *The Blind Side* (2009)

Michael’s self-efficacy in *The Blind Side* (2009) is shown through his transformation from low self-confidence to high self-confidence. Self-efficacy refers to a person’s belief in their ability to handle different situations and to plan and execute actions necessary to achieve certain goals (Ahmad and Safaria, 23). In the film, this transformation is evident through Michael’s behavior, expressions, dialogue, and social interactions.

Evidence from the film includes:

1. Data 1 (00:12:10–00:13:25, beginning of the film): Michael says, “I ain't no good at this,” when he is introduced at school, reflecting his initial lack of confidence.
2. Data 2 (00:56:00–00:57:30, middle of the film): The coach encourages him by saying, “That's it, Michael! Great job!” during soccer practice, showing that Michael begins to gain confidence through experience and positive reinforcement.
3. Data 3 (01:05:40–01:06:30, middle to end of the film): Leigh Anne tells him, “You have talent, Michael. Believe in it,” highlighting how family support further strengthens his self-efficacy.

These examples illustrate Michael’s journey from self-doubt to self-confidence, emphasizing the role of encouragement, achievement, and family support in developing self-efficacy. Michael Oher’s development of self-efficacy in *The Blind Side* (2009) reflects Bandura’s theory, showing how mastery experiences, social support, and verbal encouragement contribute to his growing confidence. The table below summarizes key stages of this development with supporting dialogue and scenes from the film.

**Table 1.** Development of Michael Oher’s Self-Efficacy in *The Blind Side* (2009) Based on Bandura’s Theory

No	Self-Efficacy Aspect	Description based on Bandura’s Theory	Supportive Dialogue in the Film	Evidence from Movie Scenes	Scene Timing	Scene timing
1	Initially Low Self-Efficacy	Caused by previous experiences of failure and lack of social support, inhibiting confidence to take risks	“I ain't no good at this.” (Michael to his coach when hesitant to join the football team)	Opening scene at school where Michael hesitates and avoids challenges, reflecting stress due to past homelessness	15–25 min (early in the film)	15-25 minutes (early in the film, when Michael is introduced at school).
2	Influence of Mastery Experiences	Immediate success builds confidence through small positive experiences	“I did it.” (Michael after successfully blocking an opponent’s kick in practice)	Soccer practice scene where Michael’s facial expression changes from hesitant to confident, showing improvement through mastery experiences	60–75 min (mid-film, during football practice)	60-75 minutes (mid-film, during football team practice).
3	Social Support as Reinforcement	Vicarious experiences and verbal persuasion from role models such as family members increase confidence	“You have talent, Michael. Believe in it.” (Leigh Anne Tuohy encourages Michael)	Scene at the Tuohy home where Leigh Anne provides verbal persuasion, and Michael sees a successful role model in SJ, reinforcing his self-efficacy until he receives an NFL scholarship	80–100 min (mid-to-late film, during family interactions)	80-100 minutes (mid-to-late film, during intense family interactions).

At the beginning of *The Blind Side* (2009), Michael Oher demonstrates low self-efficacy, primarily due to his past traumatic experiences, including the loss of his mother and periods of homelessness. This lack of confidence is evident in the scene where he hesitates to join the school soccer team, uttering the words, “I ain't no good at this.” According to Bandura’s theory, such low self-efficacy arises from previous failures and a lack of social support, which hinder an individual’s willingness to take risks. Michael’s initial behavior avoiding challenges and showing visible stress reflects these psychological and physiological effects. As the story progresses, Michael’s self-efficacy begins to improve through mastery experiences. Small successes, such as blocking an opponent’s kick during football practice, help him gradually build confidence. In the corresponding scene, his facial expressions change from hesitant to confident, illustrating the positive impact of direct achievements on self-belief, consistent with Bandura’s idea that successful experiences enhance perceived capability.

Additionally, social support from the Tuohy family plays a crucial role in reinforcing Michael’s self-efficacy. Leigh Anne Tuohy’s encouragement, such as saying, “You have talent, Michael. Believe in it,” represents both verbal persuasion and vicarious learning. These interactions provide Michael with role models and consistent reinforcement, further increasing his confidence. The culmination of these influences is seen in the final scenes where Michael pursues higher education and an athletic career, eventually receiving an NFL scholarship, reflecting a fully developed sense of self-efficacy. Overall, Michael Oher’s journey in the film illustrates the three core aspects of self-efficacy described by Bandura: initial low self-efficacy, enhancement through mastery experiences, and reinforcement via social support. His transformation highlights the interplay between personal achievement and supportive environments in fostering confidence, motivation, and the ability to overcome past challenges.

### 3.2 The Process of Developing Self-Efficacy in the Main Character of The Blind Side (2009)

Michael’s development of self-efficacy in *The Blind Side* (2009) follows Bandura’s four main sources: mastery experience, vicarious experience, verbal persuasion, and psychological state. This process is reflected in his gradual transformation from doubt to confidence, as seen through his behavior, dialogue, and interactions in the film.

Evidence from the film includes:

1. Data 1 (00:04:50–00:06:00, beginning of the film): Michael says, “I don't know how to do this,” showing his initial low self-efficacy and uncertainty about his abilities.
2. Data 2 (00:42:30–00:43:20, middle of the film): Leigh Anne tells him, “You're not stupid, you're just lazy,” exemplifying verbal persuasion that encourages him to recognize and develop his potential.
3. Data 3 (01:40:00–01:41:20, end of the film): Michael says, “I think I can do this,” demonstrating the culmination of his self-efficacy development through mastery experiences, support, and positive psychological state.

These examples show Michael’s step-by-step growth in self-efficacy, highlighting how experiences, observation, encouragement, and emotional support collectively contribute to his belief in his own abilities. The following table illustrates the stages of Michael’s self-efficacy development in *The Blind Side* (2009), supported by dialogue and key scenes from the film.

**Table 2.** The Process of Developing Self-Efficacy in the Main Character of The Blind Side (2009)

Process Stage	Description (Bandura’s Theory)	Supportive Dialogue in the Film	Scene Description / Evidence	Scene Timing
Initial Stage: Failure Experiences (Negative Mastery Experiences)	Experiences of failure lower self-efficacy, often reinforced by physiological states such as anxiety.	“I don't know how to do this.” – Michael, when first faced with a school assignment	Early scenes of life on the streets and at school, where Michael avoids challenges, reflecting a negative cycle caused by past trauma	4–20 minutes (beginning of the film, introduction to Michael's background)
Middle Stage: Vicarious Experiences and Verbal Persuasion	Observing successful models and receiving verbal support triggers positive change.	“You're not stupid, you're just lazy.” Leigh Anne to Michael, followed by “Watch SJ; he believes in himself.”	Scene at the Tuohy house during dinner, where Michael learns from SJ (vicarious experience) and Leigh Anne (verbal persuasion), motivating him to start practicing	40–60 minutes (middle of the film, when Michael lives with the Tuohy family)
Final Stage: Consolidation Through Success	Success in challenges changes physiological states and consolidates self-efficacy.	“I think I can do this.” – Michael, when choosing a university after a successful game	Final scenes of the game and scholarship acceptance, showing how excitement replaces fear, reflecting the gradual development of self-efficacy throughout the film	110–128 minutes (end of the film, climax and resolution)

#### Data Explanation 1 – Early Stage: Experiences of Failure and Low Self-Efficacy (Negative Mastery Experiences)

At the beginning of the film, Michael experiences repeated failures, such as struggling in school and living on the streets. These experiences lower his self-efficacy, and his avoidance of challenges reflects anxiety and negative physiological states. This stage illustrates how past trauma reinforces a cycle of self-doubt and lack of confidence.

### Data Explanation 2 – Middle Stage: Influence of Vicarious Experiences and Verbal Persuasion

When Michael joins the Tuohy family, he observes his adopted brother SJ as a confident role model (vicarious experience) and receives verbal encouragement from Leigh Anne: “You're not stupid, you're just lazy.” This combination motivates Michael to work harder, especially in soccer practice, helping him develop positive mastery experiences and begin building his self-efficacy.

### Data Explanation 3 – Final Stage: Consolidation Through Success and Support

In the final stage, Michael demonstrates mature self-confidence when choosing a university and succeeding in important games. His psychological state shifts from fear to happiness, reflecting the culmination of his self-efficacy development. This stage shows how consistent support, positive experiences, and emotional growth contribute to a stable and confident sense of self, aligning with Bandura's theory of self-efficacy. Final Stage: Consolidation Through Success and Support: In the scene where Michael chooses a university, he demonstrates mature self-confidence with the support of a positive environment. This process reaches its peak when Michael wins the game, and his psychological state changes from fear to happiness. This process shows that self-confidence develops through a gradual interaction process described by Bandura's theory.

The research findings show that the development of self-efficacy in Michael Oher's character in the film *The Blind Side* (2009) developed from the low level of self-confidence gradually to a high level. This upward process was determined by a combination of direct experience, family support, and observation of significant figures in his environment. These findings correspond with the framework provided by Bandura's Social Cognitive Theory (1997), in which it is stated that the formation of self-efficacy is a dynamic process that is influenced by the interaction between personal, behavioral, and environmental factors. Traumatic life experiences in the early stages, such as neglect and academic failure, provided Michael with a negative perception of his abilities, which led to low self-efficacy. Such a condition reflects Bandura's view of negative experiences and emotional conditions bringing about low self-confidence. Contemporary study findings support the observation that people who have a traumatic experience and a less supportive family are likely to exhibit low self-confidence and motivation to learn, as is usually found in socially at-risk groups.

An increase in self-efficacy started to emerge when Michael was successful in sports activities, especially through football training, which gave him small, gradual achievements. According to Bandura's theory, experiences of mastery are the most powerful source of self-efficacy, and these results align with findings from educational and sports research that confirm gradual success can enhance the motivation and self-assurance of training participants. The family support that Tuohy received served as an external reinforcer through verbal persuasion, positive behavioral modeling, and emotional support. This pattern of support confirms Bandura's concepts of vicarious experiences and verbal persuasion and reinforces the empirical findings over the last five years indicating that family emotional support has played an important role in building self-efficacy and resilience among children and adolescents. A supportive family environment has been demonstrated to act as a protective factor against the effects of childhood trauma.

Gradual development of Michael's self-efficacy takes place through the main sources described by Bandura: personal experience, model observation, verbal persuasion, and physiological-emotional conditions. Such findings are consistent with the modern psychosocial and sports psychology models which underline the role of internal and external factors simultaneously for an individual's performance success and psychological adaptation. Theoretically, the study contributes to the understanding that media representations can reflect real psychological processes associated with developing individual self-efficacy in a social context. Practically, the film *The Blind Side* shows how family support, opportunities, and motivational reinforcement make a real transformation in people from marginalized social backgrounds plausible. Thus, these findings reinforce the argument that self-efficacy is a dynamic construct able to develop through positive environmental stimulation, particularly through consistent and constructive family support.

## 4. CONCLUSION

From the data analysis of this current study, the findings show that the movie "The Blind Side" (2009) is not just entertainment but a true example of Bandura's theory that is able to inspire people in overcoming their obstacles by developing self-confidence. This study will encourage the further exploration of the application of self-efficacy theory in real life. Source: Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*; screenplay for “The Blind Side,” 2009. From this research study, it was determined that the film *The Blind Side* (2009) can be considered an effective illustration of the concept of self-efficacy described by Albert Bandura. The main findings confirm that the self-efficacy of the main character, Michael Oher, developed dynamically from a low level of self-confidence up to a higher level influenced by life experiences and significant social support. Michael displays low self-efficacy at the beginning of the story because of past experiences of failure and emotional trauma, which is reflected in dialogues like "I ain't no good at this." His self-efficacy increases as time goes on, with experiences of success in football practice, observation of role models, and verbal persuasion from the Tuohy

family; for example, when Leigh Anne says, "You have talent, Michael. Believe in it." Such a process follows the four sources of self-efficacy expressed by Bandura-mastery experiences, vicarious experiences, verbal persuasion, and physiological states-evident from the development in the sequence of scenes in the film, starting from the first failure phase (5-20 minutes), through the belief formation support phase (40-60 minutes), and finally to the success consolidation phase (110-128 minutes), marked by dialogues such as "I think I can do this." Conceptually, such findings reinstate the idea of Bandura (1997) that self-efficacy is a construct subject to enhancement with interaction between direct experience and positive environmental support. Practical uses of the film could be to implement it as an educational medium to inspire self-efficacy in at-risk youth, for example, through mentor programs or training based on similar social support models. This research also opens opportunities for further studies, such as testing the influence of the film on viewers' perceptions about self-efficacy or comparing it with psychological representations in other films. In general, *The Blind Side* is not only a work of entertainment but a narrative portrayal relevant to psychological theory, showing how self-confidence can arise via social support, experiences of success, and positive reinforcement.

## RECOMMENDATIONS

Based on the findings of this study, it is recommended that *The Blind Side* (2009) be utilized as an educational and motivational tool to illustrate the development of self-efficacy, particularly for at-risk youth. Educators, mentors, and counselors can use the film to demonstrate how confidence can grow through mastery experiences, observation of role models, verbal encouragement, and positive emotional support. Additionally, mentorship programs and training workshops inspired by the Tuohy family's supportive approach can help adolescents build resilience and self-confidence. Future research is also suggested to examine the impact of media portrayals on viewers' self-efficacy and to compare such influences across different films or social contexts.

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## CONFLICT OF INTEREST

There is no conflict of interest related to the publication of this manuscript.

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