

# The Impact of Emotional Appeal, Workplace Environment and Social Responsibility on Students' Sense of Belonging in Higher Education Institutions

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## Abstract

Amid the wave of rapid technological advancement and intense competition in the world of education, higher education institutions are not only required to provide quality academic services but also to build strong emotional bonds with students. Sense of belonging becomes the main indicator that influences learning motivation, academic satisfaction, and student loyalty to their alma mater. This study uses an explanatory research design with a sample of 120 students taken through the accidental sampling technique. Data were collected using a questionnaire that had undergone validity and reliability tests and then analysed using descriptive statistics and multiple linear regression. The research results show that emotional appeal, workplace environment, and social responsibility have a significantly positive impact on students' sense of belonging. The workplace environment has the most dominant influence, emphasising the importance of a comfortable and supportive campus environment, while emotional appeal strengthens the affective bond, and the factor of social responsibility can enhance students' pride and sense of ownership towards the higher education institution. These three factors together build a meaningful and sustainable sense of belonging for students. Therefore, higher education institutions are expected to strategically integrate all three to enhance student engagement while also strengthening academic experience, retention, and institutional competitiveness, and fostering long-term commitment to their alma mater.

**Keywords:** Emotional Appeal; Social Responsibility; Sense of Belonging; Workplace Environment

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## 1. INTRODUCTION

Amid the wave of rapid technological advancements and the intensifying competition in the educational landscape, higher education institutions can no longer suffice with merely providing technically quality academic services; they must also be able to build and maintain strong emotional connections with their students. This shift is due to the changing expectations of students, who now demand a more personal and meaningful academic experience, not just the transfer of knowledge. One of the main indicators reflecting the quality of that relationship is the sense of belonging, which is the feeling of attachment and psychological membership of students to the institution where they pursue their studies. This sense of belonging goes beyond physical comfort; it encompasses emotional and social dimensions that make students feel valued, recognised, and important in a supportive and meaningful academic community, (Dariyo, 2003; Abell et al., 1992).

Furthermore, a sense of belonging has been proven to significantly contribute to various positive aspects of campus life, such as increased learning motivation, academic satisfaction, and loyalty to the institution (Walton & Cohen, 2011). Students who have a strong sense of attachment to their institution tend to show higher commitment, active participation in campus activities, and resilience in facing academic and social challenges (Strayhorn, 2012). Therefore, building a sense of belonging is not only important for the psychological well-being of students but also a crucial strategy in maintaining the sustainability and competitive advantage of higher education institutions amid increasingly fierce competition.

The factors influencing students' sense of belonging are very diverse and complex, encompassing emotional aspects and physical and social environments, as well as the organisational values perceived by students. Previous studies have identified that emotional appeal, workplace environment, and social responsibility are key variables that significantly influence students' emotional attachment to higher education institutions, (Wahidin & Salwah, 2020); (Regester & Larkin, 2005).

Emotional appeal refers to the institution's ability to build strong affective bonds with students through trust, appreciation, and the warmth of the relationships created between students and the institution. This emotional connection plays a crucial role in fostering loyalty and a sense of pride among students as part of the academic community (Oliver, 2014). Students who experience a high emotional appeal tend to have greater motivation to actively participate in campus activities and show long-term commitment to their alma mater. Besides emotional appeal, students' sense of belonging is also influenced by the workplace environment, which includes physical conditions such as educational facilities, spatial arrangement, cleanliness, and a social atmosphere that supports positive interactions between students and academic staff. A conducive environment not only provides physical comfort but also creates an inclusive and supportive social climate, which psychologically encourages students to feel accepted and valued within the academic community (Miles & Covin, 2000). Such an environment allows for the growth of a sense of safety and attachment that forms the foundation of a sense of belonging.

Social responsibility can strengthen students' sense of belonging because it can represent the institution's commitment to fulfilling its social responsibilities to the surrounding environment, both internal and external to the campus. Authentic and sustainable social responsibility activities enhance the positive image of the institution and strengthen pride and support from stakeholders, including students (Fombrun, 1996); (I. Suta, 2006). Pride in an institution that cares about the social environment encourages students to feel more emotionally and socially connected, which strengthens their sense of belonging. Thus, these three variables complement each other and form the main foundation in creating a deep and meaningful sense of attachment for students to higher education institutions.

Although there are many studies that discuss each factor, such as emotional appeal, workplace environment, and social responsibility, separately, research that examines these three variables simultaneously and comprehensively in relation to students' sense of belonging is still relatively limited. This is particularly true in the context of higher education institutions in the city of Malang, which is one of the main educational centres in Indonesia with a diverse and dynamic student population. The phenomenon of students' lack of emotional attachment to their alma mater not only affects the decline

in loyalty and satisfaction but also has the potential to hinder academic success and the development of students' character. (Walton & Cohen, 2011).

A low sense of attachment can cause students to feel alienated, decrease their motivation to study, and increase dropout rates (Thomas, 2012). Therefore, a deeper understanding of how emotional appeal, a conducive work or learning environment, and institutional commitment to social responsibility can together enhance the sense of belonging is essential. This knowledge can help higher education institutions design and implement more effective and integrated management strategies to build strong and sustainable emotional attachments among students. By identifying the factors that play a role simultaneously, institutions can implement more targeted interventions, enhance the academic experience, and ultimately improve their reputation and competitiveness at both national and international levels (Strayhorn, 2012).

This research aims to empirically test and analyse the influence of emotional appeal, workplace environment, and social responsibility on the sense of belonging of students at higher education institutions in Malang City. By simultaneously examining these three variables, this research aims to provide a comprehensive overview of the factors that significantly shape students' emotional attachment to their alma mater. Furthermore, this research aims to fill the gap in the literature regarding the combined influence of emotional factors, physical and social environments, and institutional social responsibility in the context of higher education in Indonesia, particularly in the city of Malang, which is one of the rapidly developing academic centres.

## 2. HYPOTHESES DEVELOPMENT

Emotional appeal is the emotional attraction that influences an individual's feelings towards an organisation or institution. Regester & Larkin, (2005) state that emotional appeal encompasses admiration, trust, and respect that grow as an affective response to the organisation's image. This emotional bond becomes an important foundation in shaping an individual's loyalty and psychological attachment to the organisation (Oliver, 2014). In the context of higher education, emotional appeal plays a significant role in building students' pride and love for their alma mater, which is a key aspect of the sense of belonging (Dariyo, 2003). North, (1990) also emphasised that emotional attachment to the institution serves as a glue that unites organisational members in harmonious and sustainable relationships.

Another study by Branscombe et al., (1999) shows that emotional attachment to an organisation strengthens social identity and increases individual commitment, which directly contributes to a sense of belonging. This is also supported by Turner, (2012) who asserts that emotional appeal helps create positive affective experiences that influence individual attachment and satisfaction with the institution. Additionally, according to Schmitt et al., (2015), emotional appeal is part of the organisation's reputation that can trigger deep emotional bonds, motivating members to remain loyal and contribute to the organisation's sustainability. Therefore, in the context of higher education institutions, emotional appeal is expected to enhance students' sense of belonging, strengthen academic loyalty, and support the institution.

H<sub>1</sub>: Emotional appeal has a significant positive impact on the sense of belonging of students in higher education institutions.

A conducive, comfortable, and psychologically supportive work or learning environment is an important factor in creating a positive social climate and enhancing the emotional attachment of organisational members (Miles & Covin, 2000). A supportive workplace environment is not only related to physical aspects such as facilities, cleanliness, and layout but also to social aspects such as interpersonal relationships, effective communication, and an inclusive organisational culture (Hafeez et al., 2019). Kahn, (1990), states that a psychologically safe workplace environment allows individuals to feel valued and free to express themselves, which is a prerequisite for the formation of a sense of belonging. An environment like this encourages active participation and engagement of employees or students in organisational activities.

Muhadi, (2016) asserts that in the context of education, a comfortable learning environment and supportive relationships between staff and students can enhance students' sense of attachment and loyalty to the institution. A healthy environment also contributes to student satisfaction, which indirectly strengthens the sense of belonging (Harter et al., 2004). A good workplace environment meets these needs by providing a safe space and supporting positive social interactions, which thereby enhance social and emotional attachment. In the context of higher education organisations, Halbesleben & Wheeler, (2008) show that a supportive work environment contributes to students' academic and emotional engagements, which are important components in the formation of a sense of belonging. H<sub>2</sub>: Workplace environment has a significant positive impact on the sense of belonging of students at higher education institutions.

Social responsibility is the commitment of an organisation to act ethically and contribute to the social and environmental well-being of the surrounding community (Fombrun, 1996). In the context of higher education institutions, active involvement in social and environmental programmes builds a positive image that strengthens the trust and pride of stakeholders, including students (I. P. G. A. Suta, 2005). Research by Carroll, (1991) explains that an organisation's social responsibility encompasses economic, legal, ethical, and philanthropic dimensions that collectively shape the institution's reputation and legitimacy. The institution's involvement in social responsibility enhances its image and strengthens the social identity of students as part of a caring and responsible community.

According to Mael & Ashforth, (1992), pride in the organisation and the feeling that it shares values aligned with the individual will enhance a sense of belonging. Therefore, institutions that are active in social responsibility will be more capable of fostering emotional attachment and student loyalty (North, 1990). Moreover, research (Turker, 2009) shows that a positive perception of corporate social responsibility (CSR) influences the attitudes and behaviours of organisational members, including a sense of attachment and ongoing support. A study by (Freire et al., 2022) also confirms that authentic social responsibility programmes enhance the emotional engagement of organisational members, contributing to a stronger sense of belonging.

H<sub>3</sub>: Social responsibility has a significant positive impact on the sense of belonging of students at higher education institutions.

### 3. METHODS

The research was conducted to examine the extent to which emotional appeal, workplace environment, and social responsibility, which are part of an institution's reputation, influence students' sense of belonging in the city of Malang as the population in this study. The sample used consisted of 120 respondents selected using the accidental sampling technique (Ferdinand, 2014) spread across several higher education institutions in the city of Malang to represent the diversity of students. Explanatory research was the approach used during the study, with the data collection instruments utilising an online questionnaire (Google Form) consisting of 13 items. These instruments underwent feasibility testing through validity and reliability tests (Sugiono, 2014) and were declared valid and reliable, making them suitable for use. In addition to using questionnaires for data collection, observations were also employed. In analysing the data, the approach used aims to examine and unravel the relationships between the variables employed in the research using descriptive analysis tools and multiple regression in hypothesis testing using SPSS Ver. 22.00.

The research instrument is presented in the following table 1

**Table 1.** Research Instruments

Description	Code	Item
Emotional Appeal	EA1	Feeling good
	EA2	Admiration
	EA3	Trust
Workplace Environment	WE1	Good management
	WE2	Environmental comfort

Description	Code	Item
Social Responsibility	WE3	Good performance
	WE4	Work discipline
	SR1	Human resource development
	SR2	Environmental awareness
Sense of Belonging	SR3	Good relationships with those around
	SB1	Intimacy
	SB2	Passion
	SB3	Commitment

#### 4. RESULTS

##### Validity and Reliability Testing

The results of the validity test show that each statement related to the variables of emotional appeal, workplace environment, social responsibility, and sense of belonging has a calculated  $r$  value greater than the table  $r$  value of 0,3061. Therefore, all items used to measure the variables under study are declared valid. The results of the reliability test show that the items in each variable of emotional appeal, workplace environment, social responsibility, and sense of belonging are declared reliable with a Cronbach's alpha value greater than 0.7.

##### Respondent Characteristics

Here is an analysis of the respondents' characteristics, which include gender, age, faculty, organisational participation (extracurricular), and frequency of using campus facilities.

**Table 2.** Respondent Characteristics

Description	Total (People)	Percentage (%)
Gender		
Male	45	37.50
Female	75	62.50
Age		
18-20 years	60	50.00
21-23 years	45	37.50
> 23 years	15	12.50
Faculty		
Business and Economics	38	31.67
Law	22	18.33
Social Sciences	23	19.17
Engineering	27	22.50
Others	10	8.33
Organizational / Extracurricular Participation		
Active	74	61.67
Inactive	46	38.33
Frequency of Using Campus Facilities		
Often	80	66.67
Sometimes	30	25.00
Rarely	10	8.33

Data shows that the respondents of this study are predominantly female students aged 18–20 years, who are generally first-semester students. This indicates that a sense of belonging is important to build from the beginning of the college period so that students' attachment to the campus can develop consistently, while the majority of respondents come from the Faculty of Economics and tend to be

active in organisations and frequently use campus facilities. These characteristics reflect the profile of students who are in a transitional phase, where the need for social connections and involvement in the academic community is very high. Social activities, such as participation in organisations and interactions within the campus environment, become important means of shaping self-identity and building interpersonal relationships, which ultimately contribute directly to the formation of a sense of belonging.

The characteristics of these respondents provide important implications for higher education institution managers, indicating that student groups with a background in social sciences are more active and have significant potential for development related to affection-based approaches, environmental support, and inclusive social programmes. Higher education institutions need to design strategies early on to build emotional attachment, for example, through more participatory orientation programmes, student organisation activities aimed at inclusivity, and improving the quality of interactions between students and the academic community. By paying attention to these characteristics, higher education institutions can not only enhance students' sense of belonging to the campus but also maintain student loyalty and retention in the long term.

### Model Fit Test

This study employs the F-test to analyse the model, using a standard probability value below 0.05. From the results of the F-test conducted, a probability value of 0.000 was obtained, resulting in a comparison ( $0.000 < 0.05$ ). Therefore, we deem the estimated linear regression model suitable for use because the determined significance level exceeds the obtained probability value.

### Multiple Linear Regression Analysis

**Table 3.** Multiple Linear Regression Analysis Summary

Description	Unstandardized	Standardized	t-statistic	Sig.
	Coefficients	Coefficients		
	B	Beta		
Emotional Appeal	0,226	0,281	3,941	0,000
Workplace Environment	0,286	0,381	4,965	0,000
Social Responsibility	0,181	0,255	3,382	0,001
Adjusted R <sup>2</sup> <sub>square</sub>	0,726			
t-table	1,657			

The analysis results in Table 3 show that the regression coefficient value of 0.226 for emotional appeal indicates that every increase in emotional appeal will enhance the sense of belonging. This finding confirms that the emotional bond and students' trust in the institution play a crucial role in strengthening their sense of attachment. Next, the workplace environment coefficient of 0.286 shows that improving the quality of the work or learning environment, such as facilities and comfort, will enhance the sense of belonging, which has the highest impact compared to other variables. This finding emphasises the importance of a conducive environment in creating a sense of belonging among students. Additionally, the coefficient of 0.181 for social responsibility means that every increase in students' perception of the institution's social responsibility will enhance the sense of belonging. This study confirms that the institution's commitment to social responsibility also strengthens students' emotional attachment. Overall, these three independent variables positively and significantly contribute to enhancing students' sense of belonging to higher education institutions. The coefficient of determination of 0.726 means that about 72.6% of the differences in students' sense of belonging can be explained by emotional appeal, workplace environment, and social responsibility, while the other 27.4% is affected by other factors not included in this study.

## 5. DISCUSSION

The results of the data analysis show that emotional appeal has a positive and significant effect on students' sense of belonging with a significance level of 0.000. This finding indicates that the stronger the emotional appeal felt by students towards the institution, the higher their psychological attachment to the campus. Where students are in a transitional phase towards adulthood, they greatly need social recognition and space to build their self-identity. The characteristics of the respondents, predominantly students aged 18–20 years (50%) and females (62.5%), also indicate an emotional need to be accepted and appreciated and to feel like part of the community. This group is very sensitive to the dynamics of the social environment, such as relationships with classmates, attention from lecturers, and the inclusive climate on campus.

Theoretically, these findings reinforce the views of (Regeister & Larkin, 2005) and (Oliver, 2014) which emphasise the importance of emotional bonds in building loyalty and social identity within an organisation. Emotional appeal in the context of higher education institutions not only involves admiration for the campus but also students' trust in the institution's commitment to creating a supportive and inclusive learning environment. This research is also in line with the findings of (Branscombe et al., 1999) and (Thomas, 2012), which show that an individual's emotional attachment to an organisation will strengthen social identity, commitment, and satisfaction. Emotional appeal provides a meaningful affective experience, making students feel like an important part of the academic community. Therefore, higher education institutions need to develop communication and service strategies that are not only informative but also affective, such as building a culture of appreciation, providing spaces for student aspirations, and involving students in the decision-making processes that concern campus life. Therefore, students not only form an image of emotional appeal, but also experience it in their daily lives on campus.

This study also shows that the workplace environment has a positive and significant impact on students' sense of belonging, with a significance value of 0.000. The workplace environment has the highest influence compared to other independent variables, indicating that the quality of the learning environment has a dominant contribution in shaping students' emotional attachment to higher education institutions. The campus environment is the element that students most frequently and directly experience in their daily lives. Classroom facilities, cleanliness, comfort of amenities, and social interactions between students and lecturers, as well as an inclusive academic atmosphere, become concrete experiences that shape students' perceptions and emotions every day. This differs from emotional appeal, which is abstract and affective, and social responsibility, which is external or symbolic.

Theoretically, these findings align with the views of (Miles & Covin, 2000) and (Kahn, 1990) who emphasise that a comfortable, psychologically safe work or learning environment that supports active individual participation will facilitate a sense of being valued and recognised. This study is also in line with the findings of (Muhadi, 2016) and (Halbesleben & Wheeler, 2008) which state that a supportive academic environment significantly enhances student engagement and loyalty towards the institution. This is especially important for students who are active in organisations (61.67%) and frequently use campus facilities (66.67%), which means they have high exposure to various aspects of the campus environment, both physical and social. Students who frequently spend time on campus are more likely to directly experience the impact of facility quality, classroom comfort, and interpersonal relationships with faculty and staff. When this environment is well-managed, students not only feel physically comfortable but also receive strong psychosocial support, which strengthens their attachment to the institution. The study emphasises that higher education institutions need to pay serious attention to the holistic management of the campus environment. Not only the improvement of facilities and infrastructure but also the enhancement of social relationships, supportive leadership, and an academic culture that values student participation and diversity.

The results of the data analysis also indicate that social responsibility has a positive and significant impact on students' sense of belonging, with a significance value of 0.001. This means that the stronger the students' perception of the social responsibility carried out by higher education

institutions, the higher the emotional and social attachment of the students to those institutions. These findings align with the theories of (Carroll, 1991) and (Fombrun, 1996) which state that an institution's social responsibility reflects a moral commitment to both internal and external communities, contributing to the building of a positive reputation and public trust. In the context of higher education, programs such as student involvement in social activities, community service, or environmental awareness reflect the ethical values of the institution, which can enhance students' pride and identification with the campus. According to Mael & Ashforth, (1992), the feeling that the institution where one studies shares values aligned with their own will strengthen social identity and sense of belonging.

This research is consistent with the findings of Turker, (2009), which state that a positive perception of corporate social responsibility (CSR) can enhance the emotional engagement and loyalty of organisation members, including students. These results emphasise the importance of higher education institutions actively demonstrating social responsibility through tangible programmes, transparency in social policies, and empowering students in community activities. Activities such as green campus initiatives, community empowerment, and socially responsible scholarship programmes not only enhance the institution's image but also strengthen students' emotional, moral, and social attachment.

## 6. CONCLUSION

The results of the analysis and testing concluded that emotional appeal, workplace environment, and social responsibility have a significant positive impact on building a sense of belonging among students at higher education institutions in the city of Malang. These three factors serve as the main foundation that complement each other in forming the emotional, social, and psychological attachment of students to their alma mater. Emotional appeal creates a strong affective bond through trust and appreciation so that students feel valued and emotionally engaged in the academic community. Meanwhile, a conducive workplace environment, including comfortable facilities and a supportive social atmosphere, provides psychological support that allows students to feel safe and accepted in their learning environment. Furthermore, social responsibility strengthens students' sense of pride and identification with the institution through institutional commitment to genuine and sustainable social responsibility. Thus, higher education institutions need to strategically integrate these three aspects into campus management and development to create meaningful and satisfying academic experiences for students. Through this holistic approach, higher education institutions can not only enhance students' sense of belonging but also support sustainability, reputation, and institutional competitiveness in an increasingly competitive higher education context.

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