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The Role of Social Support and Sense of Community in the Subjective Well-being of Alumni in Makassar

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ABSTRACT

The post-graduation transition from a communal Islamic boarding school (pesantren) system to a more heterogeneous societal environment demands high adaptability. During this transitional phase, the alumni's Subjective Well-Being is prone to decline if not supported by adequate social relationships. This study aims to examine the role of Social Support and Sense of Community, both partially and simultaneously, in predicting the subjective well-being of alumni. This study utilized a quantitative correlational (cross-sectional) design involving 121 respondents selected through purposive and snowball sampling techniques. Data were collected using the adapted Satisfaction with Life Scale (SWLS) and Scale of Positive and Negative Experience (SPANE) for subjective well-being, a modified Sense of Community Index-2 (SCI-2), and a Social Support Scale.Multiple linear regression analysis using SPSS indicates that social support and sense of community both simultaneously and individually play a significant role in shaping subjective well-being, with p-value of 0.000 < 0.001. These findings confirm that interpersonal relational bonds (micro) and identity attachment to the community (macro) work hand-in-hand as protective factors. This study implies the importance of optimizing alumni association platforms as an essential support system.

Keywords: *Social Support, Subjective Well-Being, Sense of Community, Pesantren Alumni*

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INTRODUCTION

The transition from life in an Islamic boarding school (*pesantren*) to post-*pesantren* life often involves complex psychological dynamics for its alumni. The *pesantren* environment is generally characterized by a structured and communal way of life governed by established routines and religious values, whereas life after graduation provides greater individual autonomy and exposes individuals to more diverse social environments. This transition becomes particularly relevant for alumni who pursue higher education or enter the workforce in urban areas such as Makassar. As one of the major educational and economic centers in Eastern Indonesia, Makassar attracts many *pesantren* alumni who continue their studies or begin their professional careers. Adapting from the highly regulated and communal environment of a *pesantren* to a more individualistic and competitive urban setting therefore requires considerable adaptive capacity (Ridho et al., 2026 ; Hamdi & Suud, 2026) .

Adjustment to urban life may also present psychological challenges that can undermine alumni's psychological well-being. Culture shock, academic and occupational demands, and feelings of alienation in a large city may contribute to considerable transitional stress. Such conditions may directly affect subjective well-being, as individuals who experience difficulties adapting may report lower cognitive evaluations of their life satisfaction as well as greater negative affect, including anxiety and loneliness (Diener, 1984). Difficulties in managing these pressures may also adversely affect academic performance (Wunsch et al., 2021), contribute to social withdrawal (Jaiswal & Chakraborty, n.d.), and potentially influence the religious values that were previously strongly internalized during life in the *pesantren* (Fikri et al., 2025).

Among *pesantren* alumni, well-being may depend not only on personal capacities but also on characteristics of the social environment, particularly given their previous experience of living in a closely connected community. Previous literature has identified social support as a crucial protective factor in coping with transitional stress (Cohen & Wills, 1985). Additionally, Huwaida et al., (2025) found that students in *pesantren*-based higher education settings relied on support from friends, family members, mentors, and institutional administrators as coping resources when dealing with various social problems and stressors. These findings suggest that interpersonal relationships remain an important resource when individuals encounter adjustment demands within changing social and educational environments.

In addressing the psychological challenges that arise after students graduate from *pesantren*, social support may function as a buffer that protects individuals from the adverse effects of stress, consistent with the buffering hypothesis (Cohen & Wills, 1985). Emotional, instrumental, informational, and appraisal support (House, 1981) obtained from family members, peers, or fellow alumni may facilitate more effective adjustment. Although closely related, social support and sense of community represent distinct dimensions of social experience. Social support emphasizes the availability of interpersonal resources, whereas sense of community refers to the experience of belonging to a meaningful collective.

Sense of community refers to a feeling of belonging to a community, a belief that one has influence within the group, the fulfillment of needs through group membership, and an emotional bond developed through shared experiences, or shared emotional connection (McMillan & Chavis, 1986). This concept is particularly relevant to understanding individual well-being because attachment to a community can provide a sense of belonging, connectedness, and social meaning that extends beyond the support obtained through individual interpersonal relationships. A number of studies have demonstrated positive associations between sense of community and various indicators of well-being. Prezza et al. (2001) found that sense of community was associated with life satisfaction and loneliness among individuals living in different community contexts. These findings were further supported by the integrative review conducted by Stewart & Townley (2020) which identified a generally consistent positive relationship between sense of community and well-being across different age groups and community contexts. In the context of *pesantren* alumni, attachment to an alumni community may represent a continuation of social connectedness after individuals no longer reside within the *pesantren* environment. Therefore, in addition to the social support received from significant others, alumni's perceptions of their connectedness to and the meaningfulness of their membership in a community should also be considered when examining their subjective well-being.

Despite these findings, relatively few studies have simultaneously examined how interpersonal support at the individual level and a sense of attachment to the broader alumni community at the community level operate jointly within a single model to predict subjective well-being, particularly among populations undergoing life transitions in metropolitan areas such as Makassar. To address this gap, the present study integrates three major theoretical foundations. Subjective well-being is positioned as the outcome variable and is conceptualized through its cognitive component, namely life satisfaction, and its affective components, namely positive and negative affect. The first predictor is examined through Social Support Theory (House, 1981) which emphasizes the role of emotional, instrumental, informational, and appraisal support, particularly their potential function as buffers against stress in accordance with the buffering hypothesis (Cohen & Wills, 1985). The second predictor is examined through (McMillan & Chavis, 1986) Sense of Community theory, which encompasses the dimensions of membership, influence, integration and fulfillment of needs, and shared emotional connection. Accordingly, the present study positions social support and sense of community as multidimensional predictors that jointly contribute to the subjective well-being of *pesantren* alumni.

Based on the preceding discussion, this study aims to examine and understand the roles of social support and sense of community in predicting subjective well-being among *pesantren* alumni residing in Makassar. Three main hypotheses are proposed: (1) social support has a significant positive role in predicting subjective well-being; (2) sense of community has a significant positive role in predicting subjective well-being; and (3) social support and sense of community simultaneously make a significant contribution to the subjective well-being of *pesantren* alumni in Makassar.

Theoretically, the findings of this study are expected to extend the literature in social psychology and positive psychology concerning the well-being of religiously affiliated populations undergoing life transitions in urban settings by integrating interpersonal- and community-level social factors. Practically, the findings are expected to provide an evidence base for *pesantren* alumni associations, higher education institutions, and mental health practitioners in designing support programs, peer-counseling initiatives, and community-strengthening interventions aimed at enhancing the quality of life and well-being of *pesantren* alumni living in urban areas.

METHOD

Research Design

This study used a quantitative approach using a predictive correlational design with a cross-sectional survey. The correlational design was used to examine the relationships among the study variables and the extent to which the independent variables, namely social support and sense of community, predicted the dependent variable, subjective well-being, without manipulating any of the variables (Sugiyono, 2022) Regression analysis was used solely to model the relationships among variables measured at a single point in time and was not intended to establish causal relationships.

Population, Sample, and Unit of Analysis

The unit of analysis in this study was the individual participant. The target population consisted of alumni of Islamic boarding schools (*pesantren*) who were currently residing in Makassar City. Because this specific population is geographically dispersed and no single, comprehensive sampling frame is available, a non-probability

sampling approach combining purposive sampling and snowball sampling was employed (Sugiyono, 2022).

Participants were eligible for inclusion if they met the following criteria:

1. Having graduated from an Islamic boarding school (*pesantren*) after completing at least one level of education; and
2. Being in early adulthood, defined in this study as 18–40 years of age.

The sample size was determined based on recommended sample-size guidelines for multiple linear regression analysis. According to (Tabachnick & Fidell, 2014), the minimum sample size for testing the overall contribution of multiple predictors can be estimated using the formula $N \geq 50 + 8m$, whereas the minimum sample size for testing individual predictors can be estimated using $N \geq 104 + m$, where m represents the number of independent variables. Because the present study included two independent variables, namely sense of community and social support, the recommended minimum sample sizes were 66 and 106 participants, respectively. This is also consistent with Roscoe's recommendation (as cited in Sugiyono, 2022) which suggests that an appropriate sample size for research generally ranges from 30 to 500 participants and should be at least 10 times the total number of variables examined. Using purposive and snowball sampling, the present study recruited 121 participants who met all inclusion criteria, thereby exceeding the recommended minimum sample size.

Measurement and Data Collection

Primary data were collected using both an online questionnaire administered through Google Forms and paper-based questionnaires distributed through communication networks of *pesantren* alumni associations and alumni family forums. The use of online surveys is consistent with contemporary psychological research practices, as this approach provides an efficient means of reaching specific and geographically dispersed populations (Setiawan & Arliansyah, 2021). All measures used a Likert-type response format (e.g., 1 = *Strongly Disagree* to 4 = *Strongly Agree*).

The measurement of the study constructs followed established principles of psychological scale development and measurement (Azwar, 2022) as described below:

1. Subjective Well-Being (SWB). Subjective well-being was assessed based on two major components proposed by Diener. The cognitive component was measured using an adapted version of the *Satisfaction With Life Scale* (SWLS), whereas the affective component was assessed using an adapted version of the *Scale of Positive and Negative Experience* (SPANE). The overall SWB score was calculated as a composite reflecting higher life satisfaction and positive affect in combination with lower negative affect.
2. Sense of Community (SoC). Sense of community was measured using the *Sense of Community Index-2* (SCI-2), developed on the basis of the theoretical framework proposed by McMillan & Chavis (1986). The scale was adapted to the context of the present study by modifying the wording of items to reflect membership in and attachment to the *pesantren* alumni community.
3. Social Support. Social support was assessed using a scale developed by the researchers based on House's dimensions of social support, including emotional, instrumental, informational, and appraisal support (House, 1981). The scale was designed to assess participants' perceptions of the support they received during their transition to life outside the *pesantren* environment.

Validity and Measurement Quality

The instruments used in this study underwent a stepwise adaptation and psychometric evaluation process. The initial stage involved translating the original scales into Indonesian and modifying the wording of selected items to ensure their suitability for the context and characteristics of the target participants. The draft instruments were subsequently evaluated for content validity through expert judgment to assess item clarity, content appropriateness, and relevance to the constructs being measured.

Following revisions based on expert feedback, the instruments were administered using an embedded field-testing procedure, in which the data obtained from the study participants were subsequently used to evaluate the psychometric properties of the measures. Item validity and reliability were examined statistically. In accordance with the psychometric criteria proposed by (Azwar, 2022), items with an item-total correlation coefficient below 0.30 were considered for removal or revision. The internal consistency reliability of each instrument was estimated using Cronbach's alpha coefficient. Instruments were considered to demonstrate acceptable internal consistency when the obtained alpha coefficient met the recommended psychometric criterion specified by Azwar (2022) .

RESULT AND DISCUSSION

Result

The findings are presented in several stages, including respondents' demographic characteristics, descriptive statistics, assumption tests, and hypothesis testing. The results are subsequently analyzed and critically interpreted in relation to the study objectives and relevant theoretical perspectives.

1. Respondent Demographics

Category	Subcategory	Number of Participants	Percentage (%)
Gender	Male	47	39.0
	Female	74	61.0
Age group (year)	18–23	42	35.0
	24–33	67	55.0
	34–40	12	10.0
Islamic Boarding School Attended	Ummul Mukminin	41	34.0
	Darul Arqam	27	22.0
	Buq'atun Mubarakah	21	17
	An-Nahdlah	24	20.0
	etc.	8	7.0

Table 1. Distribution of Research Participants

As shown in Table 1, the majority of participants were female (n = 74, 61%), while 47 participants (39%) were male. In terms of age, most participants were between 24 and 33 years old (n = 67, 55%), followed by those aged 18–23 years (n = 42, 35%) and 34–40 years (n = 12, 10%). Regarding the Islamic boarding school attended, the largest proportion of participants were alumni of Ummul Mukminin Islamic Boarding School (n = 41, 34%), followed by Darul Arqam Islamic Boarding School (n = 27, 22%), An-Nahdlah Islamic Boarding School (n = 24, 20%), and Buq'atun Mubarakah Islamic

Boarding School (*n* = 21, 17%). The remaining participants were alumni of other Islamic boarding schools (*n* = 8, 7%).

2. Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Deviation
Sense of Community (X1)	121	24	88	63.29	12.20
Social Support (X2)	121	8	32	23.83	5.53
Subjective Well-Being (Y)	121	26	57	45.09	6.01

Table 2. Descriptive Statistics

Descriptive statistical analyses were conducted for 121 participants. The sense of community variable had a mean score of 63.29 (*SD* = 12.20), with observed scores ranging from 24 to 88. Social support had a mean score of 23.83 (*SD* = 5.53), with scores ranging from 8 to 32. Meanwhile, subjective well-being had a mean score of 45.09 (*SD* = 6.01), with observed scores ranging from 26 to 57. Overall, the descriptive statistics indicate variability in participants' scores across the three study variables. Further analyses were subsequently conducted to examine whether the data met the statistical assumptions required for hypothesis testing.

3. Variable Categorization

Variable	Note	N	Percentage (%)
Sense of Community (X1)	Tinggi	16	13.0
	Sedang	87	72.0
	Rendah	18	15.0
Social Support (X2)	Tinggi	22	18.0
	Sedang	90	66.0
	Rendah	19	16.0
Subjective Well Being (Y)	Tinggi	18	15.0
	Sedang	75	62.0
	Rendah	28	23.0

Tabel 3. Score Categorization

Based on the score categorization presented in Table 3, the majority of participants were classified in the moderate category across all study variables. Specifically, 87 participants (72%) were in the moderate category for sense of community, 80 participants (66%) for social support, and 75 participants (62%) for subjective well-being. For sense of community, the proportions of participants in the high and low categories were relatively similar, at 17% and 15%, respectively. For social support, the proportion of participants in the high category (18%) was slightly higher than that in the low category (16%). Meanwhile, for subjective well-being, 15% of participants were classified in the high category and 23% in the low category.

4. Regression Assumption Tests

4.1 Normality Test

The first step in evaluating the adequacy of the regression model was to assess the normality of the residuals. This test was conducted to determine

whether the residuals were approximately normally distributed, which is an important assumption for statistical inference in linear regression analysis (Ghozali, 2018). Using the Kolmogorov–Smirnov test, the analysis yielded a significance value of .200. Since this value exceeded the .05 significance threshold (p > .05), there was no evidence of a significant departure from normality. Therefore, the normality assumption for the regression analysis was considered to be met.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		121
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.80884008
Most Extreme Differences	Absolute	.045
	Positive	.037
	Negative	-.045
Test Statistic		.045
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Figure 1. Normality Test Result

4.2 Linearity Test

The linearity test was conducted to examine whether the relationships between the predictor variables and the outcome variable could be adequately represented by a linear model. According to Azwar (2022) assessing linearity is important to determine the appropriateness of linear regression for modeling the relationships between predictors and the criterion variable. Based on the *Deviation from Linearity* test, the results showed a non-significant deviation from linearity for both sense of community (p = .176) and social support (p = .051). Since both significance values exceeded the .05 threshold, there was no evidence of a significant departure from linearity. Therefore, the relationships between sense of community and subjective well-being, as well as between social support and subjective well-being, were considered to satisfy the linearity assumption required for subsequent regression analysis.

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	1221.880	20	61.094	1.959	.016
	Linearity	221.680	1	221.680	7.109	.009
	Deviation from Linearity	1000.200	19	52.642	1.688	.051

Figure 2. Linearity Test

4.3 Multicollinearity Test

Multiple regression analysis requires that the predictor variables are not excessively correlated with one another. This assumption was evaluated through a multicollinearity test (Sugiyono, 2022). The primary indicators used to assess multicollinearity were the tolerance value and the Variance Inflation Factor (VIF) (Ghozali, 2018). The results showed that both predictor variables had a tolerance value of .484, which was above the recommended minimum threshold of .10, and

a VIF value of 2.064, which was well below the commonly used maximum threshold of 10. These findings indicate that These findings indicate that there was no evidence of substantial multicollinearity between sense of community and social support. Therefore, the multicollinearity assumption was considered to be satisfied, and both predictors could be included in the multiple regression model.

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Sense of Community	.484	2.064
	Social Support	.484	2.064

Figure 3. Multicollinearity Test

4.4 Heteroscedasticity Test

The heteroscedasticity test was conducted to assess whether the variance of the residuals remained constant across observations, thereby satisfying the assumption of homoscedasticity (Ghozali, 2018). The presence of heteroscedasticity was evaluated using the Glejser test. The results showed significance values of p = .927 for sense of community and p = .914 for social support. Since both values exceeded the significance threshold of α = .05, there was no evidence of heteroscedasticity in the regression model. Thus, the assumption of homoscedasticity was considered to be satisfied. Overall, the results of the four assumption tests indicated that the required assumptions for multiple linear regression analysis were adequately met. Therefore, the analysis proceeded to hypothesis testing using multiple linear regression.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.007	1.760		2.844	.005
	Sense of Community	-.004	.039	-.012	-.092	.927
	Social Support	-.009	.085	-.014	-.108	.914

a. Dependent Variable: Abs_Res

Figure 4. Heteroscedasticity Test

5. Hypothesis Test

Hypothesis testing was conducted in three stages. First, a simple linear regression analysis was performed to examine whether social support significantly predicted subjective well-being. Second, a simple linear regression analysis was conducted to examine whether sense of community significantly predicted subjective well-being. Finally, a multiple linear regression analysis was performed to examine the simultaneous contribution of social support and sense of community in predicting subjective well-being.

Predictor	*B*	*SE*	*β*	*t*	*p*
Constant	33.175	1.960		16.924	<.001
Social Support	0.307	0.080	0.332	3.837	<.001

Table 4. Regression Analysis of Social Support on Subjective Well-Being

The results of the simple linear regression analysis indicated that social support significantly and positively predicted subjective well-being, $F(1, 119) = 14.724$, $p < .001$. Social support explained 11.0% of the variance in subjective well-being ($R^2 = .110$, adjusted $R^2 = .103$). The regression coefficient indicated that a one-unit increase in social support was associated with a 0.307-unit increase in subjective well-being ($B = 0.307$, $\beta = .332$, $t = 3.837$, $p < .001$). Therefore, the first hypothesis was supported.

Predictor	B	SE	β	t	p
Constant	31.757	2.343		13.554	<.001
Sense of Community	0.138	0.036	0.329	3.802	<.001

Table 5. Results of the Regression Analysis of Sense of Community on Subjective Well-Being

Table 5 indicated that sense of community significantly and positively predicted subjective well-being, $F(1, 119) = 14.453$, $p < .001$. Sense of community explained 10.8% of the variance in subjective well-being ($R^2 = .108$, adjusted $R^2 = .101$). A one-unit increase in sense of community was associated with a 0.138-unit increase in subjective well-being ($B = 0.138$, $\beta = .329$, $t = 3.802$, $p < .001$). Therefore, the second hypothesis was supported.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	290.885	2	145.443	4.239	.017[b]
	Residual	4049.115	118	34.315		
	Total	4340.000	120			

a. Dependent Variable: SubjectiveWellBeing

b. Predictors: (Constant), SocialSupport, SenseOfCommunity

Figure 5. Multiple Regression Analysis of Social Support and Sense of Community in Predicting Subjective Well-Being

As shown in Figure 5, the ANOVA results indicated that the overall multiple regression model was statistically significant, $F(2, 118) = 4.239$, $p = .017$. Thus, the null hypothesis was rejected, and the third hypothesis was supported. These findings indicate that social support and sense of community jointly and significantly predicted subjective well-being among *pesantren* alumni in Makassar. Together, the two predictors explained 6.7% of the variance in subjective well-being ($R^2 = .067$).

DISCUSSION

The findings of this study indicate that social support and sense of community are relevant social resources for explaining the subjective well-being of Islamic boarding school (*pesantren*) alumni residing in Makassar City. These findings support the assumption that alumni well-being is associated not only with the support obtained through interpersonal relationships but also with psychological attachment to a

community perceived as meaningful. Thus, social support and sense of community can be understood as two distinct yet interrelated forms of social experience in post-*pesantren* life.

The contribution of social support to subjective well-being can be understood in terms of the importance of accessible interpersonal resources after graduation from *pesantren*. During their time in the *pesantren*, emotional, instrumental, informational, and appraisal support (House, 1981) may be readily available through the structured and communal nature of everyday life. After graduation, however, alumni may experience changes in their social relationships, making support from family members, peers, and fellow alumni particularly important in helping them manage various life demands. Alumni who continue to have access to such sources of support may be better able to evaluate their lives positively. This is consistent with the findings of Septian & Rahmasari (2026) who reported that social support may facilitate alumni adaptation to higher education, including academic adjustment. More broadly, the present findings are also consistent with meta-analytic evidence showing a positive association between social support and subjective well-being (Song & Fan, 2013). Similarly, Siedlecki et al. (2014) demonstrated that different forms of social support are associated with life satisfaction as well as positive and negative affect across different age groups. Within the *pesantren* context, (Fatiq & Nasrullah, 2024) found that peer social support was positively associated with subjective well-being among Qur'an-memorizing students living in an Islamic boarding school in Malang. Taken together, these findings reinforce the view that supportive interpersonal relationships remain relevant to individual well-being after leaving the *pesantren* educational environment (Delima et al., 2026).

In addition to social support, sense of community was also found to be relevant to understanding the subjective well-being of *pesantren* alumni. According toMcMillan & Chavis, (1986), sense of community comprises membership, influence, integration and fulfillment of needs, and shared emotional connection. For alumni, alumni associations or family-based alumni networks may provide a context in which these elements are maintained, particularly the sense of membership and emotional connection arising from shared experiences during their time in the *pesantren*. The findings of the present study are consistent with the review by (Stewart & Townley, 2020) , which showed that sense of community is generally positively associated with various indicators of well-being across diverse community settings. Research among disaster-affected populations has also shown that sense of community can serve as a strong predictor of and contributor to subjective well-being (Pelupessy et al., 2020).

The findings regarding social support and sense of community also highlight the importance of understanding the interrelationship between these two social resources. Although social support at the interpersonal level and sense of community at the broader community level are conceptually distinct, they may be closely related. Participation in a community can create opportunities to obtain support from fellow members, whereas receiving support may, in turn, strengthen feelings of connectedness and the perceived meaningfulness of community membership. This overlap may help explain why the unique contribution of each predictor in a combined regression model may be smaller than its contribution when examined separately. A study of Chilean adolescents, for example, found that sense of community mediated the relationship between community support and life satisfaction (Alfaro et al., 2017) . In the present study, both predictors were found to be relevant to the subjective well-being of *pesantren* alumni.

The complementary roles of social support and community attachment have meaningful practical implications for educational transition contexts. Because alumni well-being may be influenced by the continuity of meaningful social relationships and community identification, *pesantren* administrators, higher education institutions receiving *pesantren* alumni, and alumni associations may benefit from reconsidering the role of alumni networks. Rather than functioning solely as spaces for ceremonial gatherings or maintaining social ties, alumni organizations could be strengthened as structured peer-support systems that provide psychological and social resources during the transition to post-*pesantren* life. Although the associations identified in this study are correlational and therefore do not guarantee the effectiveness of any specific intervention, strengthening community cohesion may help facilitate alumni adjustment to academic and social environments after graduation. In practical terms, the findings support efforts to strengthen alumni networks and community ties through alumni forums that provide opportunities for sharing experiences, peer mentoring, and activities that preserve a sense of belonging. Higher education counseling services may also benefit from taking students' *pesantren* backgrounds and transition experiences into account when providing psychological support.

This study has several limitations related to its research design and operational procedures. First, the cross-sectional design limits the extent to which causal relationships among the variables can be established, as all variables were measured at a single point in time. Accordingly, the predictive relationships observed in this study should be interpreted as statistical associations rather than evidence of causal effects. Second, the recruitment procedure, which relied partly on snowball sampling through online alumni communication networks, may have introduced self-selection bias. The resulting sample may have disproportionately included alumni who remained active, connected to, and comfortable with their *pesantren* networks. Consequently, the adaptation experiences of alumni who had withdrawn from, felt alienated from, or completely disengaged from their former *pesantren* communities may have been underrepresented in the present data.

In light of these methodological limitations and findings, future research should examine how alumni subjective well-being changes across different phases of post-*pesantren* adaptation. Longitudinal designs are therefore recommended to track trajectories of subjective well-being from the period immediately following graduation through subsequent years of adjustment to urban life. In addition, to address the limited representation of more socially isolated alumni, future studies may benefit from adopting qualitative phenomenological approaches. Such approaches would enable researchers to explore the subjective experiences and coping processes of alumni who have become alienated or disconnected from their former communities, thereby providing a more comprehensive understanding of well-being during the transition from *pesantren* to post-*pesantren* life.

CONCLUSION

This study highlights the importance of social resources in understanding the subjective well-being of *pesantren* alumni living in Makassar. The findings indicate that both social support and sense of community are positively associated with subjective well-being, suggesting that alumni well-being is shaped not only by the interpersonal support they receive from family, peers, and fellow alumni, but also by their sense of belonging and psychological connection to a meaningful community.

These findings emphasize the complementary roles of interpersonal and community-level resources during the transition from *pesantren* to post-*pesantren* life. Maintaining supportive relationships and preserving a meaningful connection with alumni communities may help alumni navigate academic, occupational, and social demands after graduation. Accordingly, alumni associations and higher education institutions may consider strengthening peer-support networks, mentoring activities, and community-based initiatives that promote social connectedness and a sense of belonging.

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