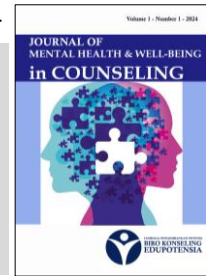


EDUPOTENSIA
FOUNDATION

Journal of Mental Health and Well-Being in Counseling

E-ISSN: 3110-1585

Journal homepage: <https://journal.edupotensia.org/index.php/jmhwbc>

A Descriptive Analysis of Ambiguous Loss and Its Psychological Impact Among College Students

Adinda Annisa Nur Fadhillah¹, Gian Sugiana Sugara², Anandha Putri Rahimsyah³¹²³ Department of Guidance and Counseling Universitas Muhammadiyah Tasikmalaya

Article Info

Article history:

Received September 12th, 2025Revised September 30th, 2025Accepted October 20th, 2025

Keyword:

*Ambiguous Loss, College Student,
Descriptive Research*

ABSTRACT

This study aims to describe the level of ambiguous loss among collage students. A quantitative approach with a descriptive design was employed. The sample consisted of 277 students selected through purposive sampling. The Ambiguous Loss Inventory Plus (ALI+) was used to identify the forms and levels of ambiguous loss experienced by the participants. The findings indicate that most students fell into the low (43.68%) and moderate (29.24%) categories, while the remaining participants were classified into the high (16.61%) and very high (10.47%) categories. In terms of psychological reactions, the highest scores were observed in the dimensions of intrusive and acute emotions, perceptual distortions and difficulties in adaptation, as well as impacts on the self and social relationships. These results suggest that although the majority of students experience relatively low levels of ambiguous loss, the emotional and cognitive impacts remain notably significant.



© 2025 The Authors. Published by EDUPOTENSIA.

This is an open access article under the CC BY-NC-SA license

<https://creativecommons.org/licenses/by-nc-sa/4.0>

Corresponding Author:

Adinda Annisa Nur Fadhillah,
Universitas Muhammadiyah Tasikmalaya
Email: adindaannisanf25@gmail.com

Introduction

Loss is a universal experience encountered by individuals across various life contexts, such as death, separation, the loss of roles, hopes, or personal identity (Harris, 2019). Reactions to loss typically manifest as grief, which involves emotional, cognitive, and spiritual responses (Breen et al., 2022). Forms of loss that are not directly related to death, such as divorce or failure also exert significant psychological impacts (Harris, 2019). Losses that are not socially acknowledged are referred to as disenfranchised grief (Eyetssemitan, 2025). Disenfranchised grief can hinder the processes of adaptation and emotional recovery (Doka, 2016).

College students are in early adulthood, a developmental stage characterized by identity exploration and increasing independence (Setyanto, 2023). This stage is often accompanied by academic, social, and emotional pressures (Suryanto & Nada, 2021). One emotional stressor that is frequently overlooked is the experience of loss (Ratcliffe & Richardson, 2023). College students may experience various forms of loss, such as the death of a loved one, the end of a romantic relationship, or the loss of an important figure (Machin, 2016). Some losses are psychological in nature and do not necessarily involve physical absence (Boss & Yeats, 2014). College students may also encounter non-death losses, such as parental divorce or separation from a pet (Greenhalgh & Gibson, 2024). The loss of a pet can generate profound sadness and loneliness and is often not socially acknowledged (Park et al., 2023). Experiences of loss may also arise from relational trauma, such as childhood neglect or emotional abuse (Chiu et al., 2019). College students with a history of trauma tend to carry unresolved

emotional wounds (Oechsle et al., 2020). Consequently, they may struggle to form a stable sense of self and develop increased emotional vulnerability (Suryanto & Nada, 2021).

Unresolved loss can trigger anxiety, depression, and a decline in overall quality of life (Bistricean & Shea, 2021). A considerable number of college students reported that losses experienced during the COVID-19 pandemic affected their concentration and motivation to learn (Gesi et al., 2020). Some students experienced decreases in academic performance due to difficulties adjusting after a loss (Morris et al., 2020). Prolonged grief has also been associated with reduced career adaptability (Elsner et al., 2021). Approximately 15.95% of individuals experiencing non-death losses exhibit symptoms of Prolonged Grief Disorder (Papa et al., 2014). Sudden loss may lead to fatigue, sleep disturbances, and social withdrawal (Marini & Sembiring, 2021). Loss can become even more complex when it is ambiguous or lacks a clear resolution (Boss & Yeats, 2014). Ambiguous loss occurs when an individual experiences a physical absence while the person remains psychologically present, or vice versa (Boss, 2016). The concept was first introduced by Pauline Boss (1999) to describe losses characterized by uncertainty. Ambiguous loss generates emotional confusion and difficulties in psychological adaptation (Boss & Yeats, 2014). There are two primary forms of ambiguous loss: physical absence with psychological presence, and psychological absence with physical presence (Boss, 2004). Both forms can trigger identity crises and emotional uncertainty (Harris, 2019). Individuals experiencing ambiguous loss often struggle to resolve their grief because the situation remains uncertain, leading to frozen grief or unresolved mourning (Fuchs, 2018). Moreover, they frequently experience ambivalence between hope and despair (Samuels, 2019).

College students constitute a group that is particularly vulnerable to experiencing ambiguous loss because they are situated in a developmental transition marked by ongoing change (Miedema, 2023). Various experiences can trigger forms of loss with unclear boundaries, either physically or psychologically. For example, parental divorce often creates confusion regarding shifting family roles and dynamics (Anastacia & Setiawan, 2024), while college students living away from home may continue to experience loneliness and emotional loss despite maintaining online communication with their families (Zheng et al., 2023). In relational contexts, breakups may also generate ambiguous loss, particularly when former partners remain present through social media or shared social environments, phenomena similar to ghosting and orbiting in modern relationships (LeFebvre & Fan, 2020; Pancani et al., 2022).

Changes in academic majors or academic environments may likewise lead to a loss of social identity and diminished sense of meaning (Aeschlimann et al., 2024). Additionally, long-distance relationships place individuals in situations of physical absence despite maintained emotional connection, compounded by uncertainties arising from time-zone differences and limited communication (Shamiago & Candra, 2024; Beckmeyer et al., 2023). These emotional pressures across multiple contexts can elicit inner conflict, ambivalence, and frustration (Beckmeyer et al., 2023). Moreover, social media amplifies experiences of ambiguous loss through the phenomenon of Fear of Missing Out (FoMO), which fosters feelings of being left out or socially disconnected (Syahrani, 2021), while the persistent digital presence of significant others further complicates the process of releasing emotional attachments (Wang et al., 2021).

Ambiguous loss induces psychological stress due to the absence of emotional resolution (Flett et al., 2022). This condition affects concentration, memory, and cognitive functioning among college students (Kim & Lee, 2020). Consequently, academic performance declines and self-confidence is reduced (Shea & Bistricean, 2022). Emotional uncertainty also leads college students to withdraw from their social environment (Wang et al., 2021). Social isolation further exacerbates psychological distress and increases the risk of academic burnout (Kim & Lee, 2020).

Guidance and counseling services play a crucial role in assisting college students in coping with loss (Rahmi et al., 2020). Preventive and curative counseling approaches can help students manage the emotional pressures resulting from loss (Mudrikah et al., 2024). College counselors are responsible for providing psychological support through individual and group counseling sessions (Joy et al., 2012). Counselor support enables students to face ambiguous loss more adaptively (Corey, 2013). This study aims to describe the forms and levels of ambiguous loss experienced by the 2022 cohort of college students at Universitas Muhammadiyah Tasikmalaya. A quantitative approach with a descriptive design was employed to identify the categories and variations of loss. The findings are expected to expand understanding of the phenomenon of ambiguous loss and provide a foundation for the development of counseling services in higher education settings.

Method

Participants

This study employed a quantitative approach with a descriptive design, involving a population of 624 college students from the 2022 cohort at Universitas Muhammadiyah Tasikmalaya. From this population, 277 students were selected as the research sample using purposive sampling. This technique is employed for specific purposes, where participant selection is not based on strata, randomness, or geographic location, but rather on alignment with the research objectives (Etikan et al., 2016). The sample size was determined to provide a representative overview of the population while maintaining research efficiency (Creswell, 2014).

Measure

The measurements in this study utilized two standardized instruments. The first instrument was the Ambiguous Loss Inventory Plus (ALI+), developed by Comtesse et al. (2023) to assess individuals' psychological reactions to ambiguous loss, particularly in situations where a person experiences the uncertain loss of a loved one, such as due to kidnapping, conflict, or disaster. The ALI+ comprises 31 structured items divided into three sections. The first section identifies the forms of loss, the second section consists of 16 items measuring *separation distress*, or emotional stress resulting from unclear separation, and the third section includes 15 items assessing general psychological reactions to loss-related uncertainty. Each item is rated on a 5-point Likert scale, ranging from 1 (never) to 5 (always), based on the frequency of the respondent's experiences over the past month. The instrument demonstrates excellent internal consistency, with a reliability coefficient of $\alpha = 0.97$, indicating a very high level of reliability.

Procedure

The data collection procedure to obtain an overview of ambiguous loss experiences was conducted through the distribution of a questionnaire via Google Form. The instrument consisted of two main components: demographic questions and items measuring the forms, characteristics, and intensity of ambiguous loss experiences in accordance with the research indicators. Prior to completing the questionnaire, respondents were provided with an informed consent form containing information regarding the study's objectives, the operational definition of ambiguous loss, the benefits of the research, and the estimated time required to complete the questionnaire. Respondents were also informed that participation was voluntary, could be withdrawn at any time without consequence, and that all provided data would be kept confidential and used solely for scientific purposes.

Upon providing consent, respondents were directed to complete the questionnaire, which included questions regarding the types of loss experienced, the context of the events, the duration and frequency of emotional responses, and the psychological and behavioral impacts experienced. The questionnaire format included both rating scales and open-ended questions to obtain more comprehensive information. The questionnaire was distributed to the 2022 cohort of college students through official program communication channels. The researchers monitored the number and completeness of responses throughout the data collection period. Respondents completed the questionnaire within the predetermined timeframe until the required sample size was achieved. After the data collection period concluded, all responses were downloaded and subjected to a data cleaning process, which included checking for completeness, identifying and removing duplicate entries, and coding open-ended responses. The cleaned data were then processed and analyzed descriptively to provide an overall depiction of the ambiguous loss experiences among the study participants.

Results

Based on the identification of losses, the forms of loss experienced by the respondents varied, with grandparents being the most frequently reported: grandmothers (22.02%) and grandfathers (20.58%), followed by close friends (14.80%) and fathers (12.27%). Loss of mothers was reported by 10.11% of respondents, romantic partners (current or former) by 8.66%, other relatives (cousins, nieces/nephews, or aunts/uncles) by 5.78%, and siblings (2.17%), teachers (0.36%), and pets (1.44%). Only 1.81% of respondents reported not experiencing any loss. These data are further visualized in the following Table 1.

Table 1. Demographic Data of College Students

Subject of Loss	n	%
Farther	34	12,27
Mother	28	10,11
Grandfather	57	20,58
Grandmother	61	22,02
Sibling	6	2,17
Other relatives (cousins, nieces/nephews, aunts/uncles)	16	5,78
Romantic partner (current or former)	24	8,66
Close friend / best friend	41	14,80
Teacher	1	0,36
Pet	4	1,44
None	5	1,81

Table 2. Overview of Ambiguous Loss Among College Students

Range	Category	Frequency (F)	Percentage (%)
0 - 24	Very Low	0	0,00
25 - 49	Low	121	43,68
50 - 73	Moderate	81	29,24
74 - 97	High	46	16,61
98 - 155	Very High	29	10,47
Total		277	100%

Based on the results presented in Table 2 regarding the overall depiction of ambiguous loss among the 2022 cohort of college students at Universitas Muhammadiyah Tasikmalaya ($n = 277$), none of the respondents fell into the very low category. The majority of students were classified in the low category of ambiguous loss, with 121 individuals (43.68%). A total of 81 students (29.24%) were in the moderate category, while 46 students (16.61%) were in the high category. Meanwhile, 29 students (10.47%) were categorized as very high.

Table 3. Ambiguous Loss Based on Dimensions and Domains

Dimension	M	SD	Domains	M	SD
Separation Distress Related to the Disappearance	6,67	7,96	Intrusive Thoughts and Acute Emotions	8,5	2,6
			Avoidance and Emotional Numbness	9,6	4,3
			Daily Life Dysfunction	3,3	1,7
			Impact on the Self and Social Relationships	8,0	3,7
			Perceptual Distortions and Adaptation Difficulties	8,3	3,9
			Cognitive Preoccupation	2,1	1,1
General Psychological Reactions to the Disappearance	7,96	3,76	Preoccupation and Hope	8,3	4,0
			Uncertainty and the Need for Certainty	4,8	2,5
			Conflict and Limited Social Support	4,9	2,4
			Helplessness and Avoidance	7,5	3,7
			Role Disorientation and Social Meaning	3,5	1,9

The results of the study in Table 3 indicate that the dimension of separation distress related to the disappearance falls within the moderate category ($M = 6.67$; $SD = 7.96$), suggesting that respondents continue to experience meaningful grief, albeit with varying intensity. The domain of intrusive thoughts and acute emotions obtained a high score ($M = 8.5$; $SD = 2.6$), indicating the frequent presence of intense emotional symptoms and intrusive thoughts. Similarly, the domain of avoidance and emotional numbness scored high ($M = 9.6$; $SD = 4.3$), showing that respondents tend to avoid stimuli that remind them of the loss and experience emotional emptiness. Meanwhile, daily life dysfunction was classified in the low category ($M = 3.3$; $SD = 1.7$), indicating that the loss did not significantly interfere with routine activities. Psychosocial impacts were evident

in high scores for the domains of impact on the self and social relationships ($M = 8.0$; $SD = 3.7$) and perceptual distortions and adaptation difficulties ($M = 8.3$; $SD = 3.9$). Cognitive preoccupation was low ($M = 2.1$; $SD = 1.1$), suggesting that rumination was not dominant among respondents.

In the dimension of general psychological reactions to the disappearance, a high score was obtained ($M = 7.96$; $SD = 3.76$), indicating that ambiguous loss exerts a considerable emotional impact. The domain of preoccupation and hope was also high ($M = 8.3$; $SD = 4.0$), suggesting that respondents continue to hold hope toward the lost figure. The domains of uncertainty and the need for certainty ($M = 4.8$; $SD = 2.5$) and conflict and limited social support ($M = 4.9$; $SD = 2.4$) were in the moderate range, indicating the presence of uncertainty and social obstacles that were not extreme. However, helplessness and avoidance scored high ($M = 7.5$; $SD = 3.7$), reflecting feelings of powerlessness in coping with the ambiguity of loss. The domain of role disorientation and social meaning was low ($M = 3.5$; $SD = 1.9$), suggesting that respondents' role identities remained relatively stable.

Overall, these findings indicate that ambiguous loss primarily affects emotional and psychological aspects, although respondents' daily functioning and social roles remain relatively intact. These results are consistent with the characteristics of ambiguous loss, which generate uncertainty and unresolved grief.

Discussions

The study identified that experiences of ambiguous loss varied significantly among college students. Although the majority of respondents exhibited low levels of vulnerability, a substantial subgroup reported ambiguous grief ranging from moderate to very high. This finding indicates that unresolved grief constitutes a real and widespread psychological burden within this early adult population. The patterns of loss experienced by respondents were highly diverse, encompassing extended family figures such as grandmothers and grandfathers, important peer relationships such as close friends, and also fathers. The diversity of loss subjects, particularly the high proportion of non-death losses (e.g., the dissolution of friendships or romantic relationships), reinforces Harris's (2020) view that loss is a universal experience encompassing both death-related and non-death-related losses.

The high prevalence of non-death losses is particularly relevant to the key concept of ambiguous loss type II (physically present but psychologically absent) and is exacerbated by the phenomenon of disenfranchised grief, the lack of social recognition for complex grief. Doka (2002) asserts that disenfranchised grief further complicates emotional resolution and may trigger social isolation, as these losses often lack the social rituals of acknowledgment associated with death. College students may perceive their grief as illegitimate, thereby hindering the healing process. Fundamentally, these findings underscore the relevance of Boss's (1999) core definition of ambiguous loss as a loss situation lacking clarity or confirmation, which traps individuals in ongoing uncertainty. This context of psychological vulnerability is particularly important to consider. Rahimsyah & Muhajirin (2025) indicate that college students' psychological well-being tends to be vulnerable within higher education environments. These findings suggest that complex emotional struggles, including ambiguous grief, can disrupt students' mental equilibrium amidst demanding academic pressures. Thus, college students constitute a population particularly sensitive to the psychological impacts arising from uncertainty in their experiences of loss.

Analysis of the psychological dimensions revealed a pronounced emotional strain among college students, indicated by high scores in the domain of general psychological reactions and, most notably, helplessness and avoidance. Elevated emotional responses, including fluctuating sadness, anxiety, and despair, emerged due to prolonged uncertainty, causing individuals to oscillate constantly between hope and the reality of loss (Boss, 2006). The predominant feelings of helplessness represent a core manifestation of ambiguous loss, wherein respondents perceive a lack of control or power to resolve the ambiguity or attain certainty. This condition is further exacerbated by high scores in the domain of preoccupation and hope. Sustained hope places students in a state of limbo, triggering frozen grief, as the grieving process cannot be fully resolved (Boss, 1999).

The clinical implications of frozen grief are particularly serious and warrant careful attention within campus mental health services. Sugara et al. (2025) found that exposure to significant grief and trauma can serve as a strong predictor for the emergence of severe mental disorders, such as prolonged grief disorder. Although their study focused on post-disaster adolescents, the findings strongly suggest that elevated general psychological reactions and helplessness in the college student population should be considered significant clinical risk factors for the development of chronic mental health issues, particularly when grief is prolonged due to unresolved

ambiguity. Boss (2016) explicitly links chronic uncertainty and helplessness to an increased risk of persistent anxiety and depressive symptoms.

The impact of this psychological vulnerability extends to students' personal and social interactions, as reflected in high scores in the domains of Impact on the Self and Social Relationships and Perceptual Distortions and Adaptation Difficulties. This indicates that internal struggles with ambiguity lead to reduced self-efficacy and interpersonal adjustment difficulties, subsequently affecting the quality of social relationships. Although the domain of Conflict and Limited Social Support falls within the moderate category, the risk of social isolation persists due to the disenfranchised nature of ambiguous loss. Sugara (2018) also notes that intense psychological stress significantly impacts students' overall mental and psychological well-being, underscoring that college student well-being is a multifactorial issue that must be considered beyond mere academic achievement.

However, this study revealed an interesting paradox within the domain of daily functioning. Scores for Role Disorientation and Social Meaning as well as Cognitive Preoccupation were low. The low level of Role Disorientation suggests that students are externally able to maintain their formal roles, such as academic responsibilities. This indicates that ambiguity does not entirely trigger role confusion or boundary uncertainty that disrupts the structure of daily life (Boss, 2016). The stability of external roles, alongside high emotional burdens, should be considered in light of Rahimsyah et al. (2021), who provide an overview of mental health tendencies among college students. Their study highlights underlying vulnerabilities that warrant attention despite apparently normal and stable academic functioning. Thus, preserved external functionality may merely reflect coping mechanisms, such as avoidance or over-functioning, which subtly threaten long-term mental balance. Cognitively, although Cognitive Preoccupation is low, Boss and Greenberg (1984) emphasize that ongoing ambiguity can still trigger intrusive memories and confusion that disrupt executive functions, potentially impairing concentration and decision-making processes.

Clinically, this role stability does not reduce risk. Betz & Thorngren (2006) clearly assert that unresolved ambiguity has long-term consequences, including reduced daily functioning and increased psychological symptoms, even if these symptoms do not appear immediately. Therefore, these findings underscore that, although students appear functional within the academic environment, the internal burden reflected by high Helplessness and uncertain Hope remains a critical focus requiring specific psychosocial attention. The primary goal of psychosocial support should be to help students reconstruct meaning around their loss (Boss, 2016), allowing grief to be integrated without demanding an unattainable resolution, thereby enabling healthier functioning amidst uncertainty.

Conclusions

This study provides an overview of ambiguous loss among college students. Ambiguous loss, defined as a loss situation lacking clarity or confirmation, generates emotional confusion and psychological adaptation difficulties, trapping individuals in ongoing uncertainty and triggering Frozen Grief. The findings indicate that although the majority of students experience ambiguous loss at low to moderate levels, they still exhibit significant emotional strain, such as feelings of helplessness and sustained hope. These results underscore the importance of attending to the emotional well-being of students facing ambiguous loss, as their daily functioning and external social roles remain relatively stable, yet this internal burden may serve as a covert coping mechanism that threatens long-term mental balance. Coping ability and psychological adjustment among students experiencing frozen grief are not uniform across all dimensions, highlighting the need for psychosocial interventions focused on meaning reconstruction.

References

- Aeschlimann, A., Heim, E., Killikelly, C., Arafa, M., & Maercker, A. (2024). Culturally sensitive grief treatment and support: A scoping review. *SSM - Mental Health*, 5(February), 100325. <https://doi.org/10.1016/j.ssmmh.2024.10032>
- Anastacia, K. D., & Setiawan, A. I. B. (2024). Strategi coping pada mahasiswi korban perceraian orangtua. *PSYCOMEDIA : Jurnal Psikologi*, 3(2), 77–83. <https://doi.org/10.35316/psycomedia.2024.v3i2.77-83>
- Arpina, S. W., Isti'adah, F. N. L., & Rahimsyah, A. P. (2021). Gambaran Umum Kecenderungan Kesehatan Mental Mahasiswa. *Journal of Innovative Counseling: Theory, Practice, and Research*, 5(02).
- Beckmeyer Jonathon J., ,Debby, H., & Eastman-Mueller Heather. (2023). Long-distance romantic

- relationships among college students: Prevalence, correlates, and dynamics in a campus probability survey. *Journal of American College Health*, 71(8), 2314–2318. <https://doi.org/10.1080/07448481.2021.1978464>
- Beckmeyer, J. J., Herbenick, D., & Eastman-Mueller, H. (2023). Long-distance romantic relationships among college students: Prevalence, correlates, and dynamics in a campus probability survey. *Journal of American College Health*, 71(8), 2314–2318. <https://doi.org/10.1080/07448481.2021.1978464>
- Betz, G., & Thorngren, J. M. (2006). Ambiguous loss and the family grieving process. *The Family Journal*, 14(4), 359-365. <https://doi.org/10.1177/1066480706290052>
- Bistricean, C., & Shea, M. (2021). Understanding Bereavement among College Students: Implications for Practice and Research. *International Dialogues on Education Journal*, 8(1), 54–88. <https://doi.org/10.53308/ide.v8i1.244>
- Boss, P. (1999). *Ambiguous loss : learning To Live With Unsolved Grief*. Harvard University Press.
- Boss, P. (2004). Ambiguous loss research, theory, and practice: Reflections after 9/11. *Journal of marriage and family*, 66(3), 551-566. <https://doi.org/10.1111/j.0022-2445.2004.00037.x>
- Boss, P. (2016). The Context and Process of Theory Development: The Story of *Ambiguous loss*. *Journal of Family Theory and Review*, 8(3), 269–286. <https://doi.org/10.1111/jftr.12152>
- Boss, P., & Yeats, J. R. (2014). *Ambiguous loss*: A complicated type of grief when loved ones disappear. *Bereavement Care*, 33(2), 63–69. <https://doi.org/10.1080/02682621.2014.933573>
- Breen, L. J., Mancini, V. O., Lee, S. A., Pappalardo, E. A., & Neimeyer, R. A. (2022). Risk factors for dysfunctional grief and functional impairment for all causes of death during the COVID-19 pandemic: The mediating role of meaning. *Death Studies*, 46(1), 43–52. <https://doi.org/10.1080/07481187.2021.1974666>
- Chiu, C. De, Tollenaar, M. S., Yang, C. T., Elzinga, B. M., Zhang, T. Y., & Ho, H. L. (2019). The Loss of the Self in Memory: Self-Referential Memory, Childhood Relational Trauma, and Dissociation. *Clinical Psychological Science*, 7(2), 265–282. <https://doi.org/10.1177/2167702618804794>
- Comtesse, H., Killikelly, C., Hengst, S. M., Lenferink, L. I., de la Rie, S. M., Boelen, P. A., & Smid, G. E. (2023). The ambiguous loss Inventory Plus (ALI+): introduction of a measure of psychological reactions to the disappearance of a loved one. *International journal of environmental research and public health*, 20(6), 5117. <https://doi.org/10.3390/ijerph20065117>
- Corey Gerald. (2013). Theory and Practice of Counseling and Psychotherapy. In *Brooks/Cole*. <https://doi.org/10.2307/583738>
- Creswell, J. (2014). *Research Design: qualitative, Quantitative, and mixed methods approaches*. 4th ed, Thousand Oaks. California: SAGE Publications.
- Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature human behaviour*, 2(4), 253-260. <https://doi.org/10.1038/s41562-018-0307-6>
- Doka, K. J. (2016). *Grief is a journey: Finding your path through loss*. Simon and Schuster.
- Elsner, Tahli L, Krysinska, Karolina, & Andriessen, Karl. (2021). Bereavement and educational outcomes in children and young people: A systematic review. *School Psychology International*, 43(1), 55–70. <https://doi.org/10.1177/01430343211057228>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Eyetsemitan, F. E. (2025). *Culture and Coping with Disenfranchised Grief BT - Cultural Influences in Coping with Grief: Impact of Social and Psychological Factors* (F. E. Eyetsemitan (ed.); pp. 119–129). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-86817-7_10
- Flett, G. L., Besser, A., Nepon, T., & Hewitt, P. L. (2022). The uncertain self: A self-worth contingency model of problematic reactions to *ambiguous loss*. *International Journal of Cognitive Therapy*, 15(1), 46–60. <https://doi.org/10.1007/s41811-021-00128-y>
- Fraiwan, M., Almomani, F., & Hammouri, H. (2025). Prevalence and contributing factors of executive cognitive

- dysfunction symptoms in university students. *PLoS One*, 20(6), e0323783. <https://doi.org/10.1371/journal.pone.0323783>
- Fuchs, T. (2018). Presence in absence. The ambiguous phenomenology of grief. *Phenomenology and the Cognitive Sciences*, 17(1), 43–63. <https://doi.org/10.1007/s11097-017-9506-2>
- Gesi, C., Carmassi, C., Cerveri, G., Carpita, B., Cremone, I. M., & Dell’Osso, L. (2020). Complicated Grief: What to Expect After the Coronavirus Pandemic. In *Frontiers in Psychiatry* (Vol. 11). <https://doi.org/10.3389/fpsy.2020.00489>
- Greenhalgh, M., & Gibson, P. (2024). Death, loss, and grief. *All the Things They Never Told You About Teaching*, 20(3), 21–26. <https://doi.org/10.4324/9781032697932-3>
- Harris. (2019). Non-Death Loss and Grief: Context and Clinical Implications. In D. L. Harris (Ed.), *Sustainability (Switzerland)* (Vol. 11, Issue 1).
- Joy A. Ahmad., E. a. (2012). *College Counseling Sourcebook Advice and Strategies* (7th ed.)
- Kim, J., & Lee, S. Y. (2020). The effect of ambiguous loss on college students’ academic engagement: The moderating role of social support. *Journal of American College Health*, 68(8), 792–800. <https://doi.org/10.1080/07448481.2019.1583664>
- LeFebvre, L. E., & Fan, X. (2020). *Ghosted?: Navigating strategies for reducing uncertainty and implications surrounding ambiguous loss*. *Personal Relationships*, 27(2), 433–459. <https://doi.org/10.1111/per.12322>
- Lenferink, L. I., Eisma, M. C., de Keijser, J., & Boelen, P. A. (2017). Grief rumination mediates the association between self-compassion and psychopathology in relatives of missing persons. *European journal of psychotraumatology*, 8(sup6), 1378052. <https://doi.org/10.1080/20008198.2017.1378052>
- Machin, L. (2016). Working with loss and grief: a theoretical and practical approach.
- Marini, L., & Sembiring, V. R. (2021). Psychological distress of ghosting victims. *Psikologia: Jurnal Pemikiran Dan Penelitian Psikologi*, 16(2), 47–50. <https://doi.org/10.32734/psikologia.v16i2.7312>
- Miedema, C. A. (2023). *Ambiguous loss and grief group intervention for youth in foster care*. <https://red.mnstate.edu/thesis/780>
- Morris, S. E., Moment, A., & Thomas, J. de L. (2020). Caring for Bereaved Family Members During the COVID-19 Pandemic: Before and After the Death of a Patient. *Journal of Pain and Symptom Management*, 60(2), e70–e74. <https://doi.org/10.1016/j.jpainsymman.2020.05.002>
- Mudrikah, S., Suherman, U., & Yustiana, Y. R. (2024). Peran Bimbingan dan Konseling dan Pengembangan Karir (BKPK) di Universitas dalam Mempersiapkan Karakter Bangsa Menuju Generasi Emas 2045. *JIIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(3), 3374–3382. <https://doi.org/10.54371/jiip.v7i3.3750>
- Oechsle, K., Ullrich, A., Marx, G., Benze, G., Wowretzko, F., Zhang, Y., Dickel, L. M., Heine, J., Wendt, K. N., Nauck, F., Bokemeyer, C., & Bergelt, C. (2020). Prevalence and Predictors of Distress, Anxiety, Depression, and Quality of Life in Bereaved Family Caregivers of Patients With Advanced Cancer. *American Journal of Hospice and Palliative Medicine*, 37(3), 201–213. <https://doi.org/10.1177/1049909119872755>
- Pancani, L., Aureli, N., & Riva, P. (2022). Relationship dissolution strategies: Comparing the psychological consequences of ghosting, orbiting, and rejection. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 16(2), article 9. <https://doi.org/10.5817/CP2022-2-9>
- Papa, A., Lancaster, N. G., & Kahler, J. (2014). Commonalities in grief responding across bereavement and non-bereavement losses. *Journal of Affective Disorders*, 161, 136–143. <https://doi.org/10.1016/j.jad.2014.03.018>
- Park, R. M., Royal, K. D., & Gruen, M. E. (2023). A literature review: Pet bereavement and coping mechanisms. *Journal of Applied Animal Welfare Science*, 26(3), 285–299. <https://doi.org/10.1080/10888705.2021.1934839>
- Rahimsyah, A. P., & Muhajirin, M. (2025). Tingkat Kesejahteraan Psikologis Mahasiswa Program Studi Bimbingan dan Konseling Universitas Muhammadiyah Tasikmalaya. *Indonesian Journal of Educational Counseling*, 9(1), 85-96. <https://doi.org/10.30653/001.202591.480>

-
- Rahmi, S., Sovayunanto, R., & Fadilah, N. (2020). Analisis Kebutuhan Layanan Bimbingan Dan Konseling Di Universitas Borneo Tarakan. *Jurnal Borneo Humaniora*, 3(1), 19–27. https://doi.org/10.35334/borneo_humaniora.v3i1.1313
- Ratcliffe, M., & Richardson, L. (2023). Grief over Non-Death Losses : A Phenomenological Perspective. *Passion: Journal of the European Philosophical Society for the Study of Emotions (Forthcoming in the Inaugural Issue)*, 1–23. <https://eprints.whiterose.ac.uk/id/eprint/193069/>
- Samuels, G. M. (2019). *Ambiguous loss of home: The experience of familial (im)permanence among young adults with foster care backgrounds.* *Children and Youth Services Review*, 31(12), 1229–1239. <https://doi.org/10.1016/j.childyouth.2009.05.008>
- Setyanto, A. T. (2023). Deteksi Dini Prevalensi Gangguan Kesehatan Mental Mahasiswa di Perguruan Tinggi. *Wacana*, 15(1), 66. <https://doi.org/10.20961/wacana.v15i1.69548>
- Shamiago, I., & Candra, D. (2024). Strategi Pengurangan Ketidakpastian Pasangan Long Distance Relationship (LDR)(Studi Mahasiswa Universitas Paramadina). *Gandiwa Jurnal Komunikasi*, 4(1), 12-23. <https://doi.org/10.30998/g.v4i1.2774>
- Shea, M., & Bistricean, C. (2022). Understanding Bereavement among College Students: Implications for Practice and Research. *International Dialogues on Education Journal*, 8(1), 59–94. <https://doi.org/10.53308/ide.v8i1.244>
- Sugara, G. S. (2018). Student Quality-of-Life in Academic Culture Perspective. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 2(1), 47-60. <https://doi.org/10.17509/jomsign.v2i1.10833>
- Sugara, G. S., Muhajirin, M., Rahimsyah, A. P., Irawan, E., Fadlillah, G. N., Aprilya, T., ... & Haq, I. N. (2025). Post-traumatic stress disorder and prolonged grief disorder among adolescents after the cianjur earthquake: prevalence and mental health implications. *Jurnal Konseling dan Pendidikan*, 13(2), 504-520. [10.29210/1150000](https://doi.org/10.29210/1150000)
- Suryanto Aloysius, & Nada Salvia. (2021). Analisis Kesehatan Mental Mahasiswa Perguruan Tinggi Pada Awal Terjangkitnya Covid-19 di Indonesia. *Jurnal Citizenship Virtues*, 1(2), 83–97. <https://doi.org/10.37640/jcv.v1i2.962>
- Wang, Y., Di, Y., Ye, J., & Wei, W. (2021). Study on the public psychological states and its related factors during the outbreak of coronavirus disease 2019 (COVID-19) in some regions of China. *Psychology, Health & Medicine*, 26(1), 13–22. <https://doi.org/10.1080/13548506.2020.1746817>
- Zheng, K., Johnson, S., Jarvis, R., Victor, C., Barreto, M., Qualter, P., & Pitman, A. (2023). The experience of loneliness among international students participating in the BBC Loneliness Experiment: Thematic analysis of qualitative survey data. *Current Research in Behavioral Sciences*, 4, 100113. <https://doi.org/10.1016/j.crbeha.2023.100113>
-