The Correlation of Peer Social Support with Anxiety Levels of Students Working on Undergraduate Thesis at The Faculty of Nursing, University of Jember

Feno Aureola Maharani[1*], Erti Ikhtiarini Dewi[2], Enggal Hadi Kurniyawan[3]

[1]Faculty of Nursing, Universitas Jember, Indonesia; fenomaharani@gmail.com (Corresponding Author)
[2,3]Department of Mental Health Nursing, Faculty of Nursing, Universitas Jember, Indonesia

ABSTRACT

In the process of writing a thesis, students often find various difficulties that can lead to negative feelings which if it is allowed to continue, it will cause psychological problems. This study analyzes the relationship between peer social support and anxiety levels of students who are writing thesis at the Faculty of Nursing, University of Jember. Furthermore, this study used an analytical correlational research design with a cross sectional approach. Meanwhile, respondents in this study were 113 college students who were writing thesis which were obtained by stratified random sampling technique. This study used a peer social support questionnaire and a State-Trait Anxiety Inventory (STAI) anxiety level questionnaire which were conducted online via google form. In addition, bivariate analysis was conducted by using the Kendall tau correlation test (p=0.05). The results show that 51 students (45.1%) have very high peer social support while 38 students (33.6%) have mild anxiety. Furthermore, there is no significant relationship between peer social support and anxiety levels (p<0.05) with a correlation coefficient of 0.189. The most influential factors in the anxiety level of college students who are writing thesis are fear and nervousness. For clinical nurse, the results obtained from the research can be used as a source of knowledge in an effort to reduce the anxiety level of students who are working on their thesis.

Keywords: thesis students; peer social support; anxiety levels

INTRODUCTION

The transition from adolescence to adulthood is a period where one of which is identified by the change in the status of high school children to college students. College students are categorized in the stages of human development that is in the age of 18-25 years where it is considered as the developmental stage of early adulthood. In a survey which had conducted by the American College Health Association in 2008, it was stated that more than 90,000 college students on 177 campuses are often feel tired with everything, feel hopeless, sad and also depressed (Santrock, 2012). When entering the final level, college students will be required to write a final project, that is a thesis (Abdullah et al., 2017). It is a scientific work which is conducted through scientific research carried out according to scientific procedures; besides, a thesis is a requirement which should be taken by undergraduate students (S1) as the requirements for the bachelor degree. In the process of writing a thesis, students often experience difficulties; such as, difficulties in finding references, difficulties in conducting guidance with the advisors and the pressure from people around them to immediately complete the thesis. These difficulties can certainly cause negative feelings which if it is allowed to continue, it will cause problems related to psychology; such as, stress, depression, and anxiety. Anxiety experienced by students when they are writing thesis is that feeling unable to complete their thesis, feeling more stupid than other friends, feeling insecure, feeling sad and uneasy, often having headaches, and being easily angry and offended (Marjan et al., 2018; Dwi et al., 2021).

Anxiety is a disease which has a prevalence of more than 200 million people around the world or around 3.6% of the population (World Health Organization, 2017). In Indonesia, according to Riskesdas (2018), it stated that the prevalence of emotional mental disorders showing signs of depression and anxiety at the age of 15 years and over is 6% in 2013 and increased to 9.8% in 2018. Moreover, Chrysty (2016) stated that based on the results of his research which had conducted on 75 students, the results show that most of the college students experience mild anxiety that are 26 students (34.7%), moderate anxiety as many as 22 students (29.3%), not anxious as many as 11 students (14.7%), severe anxiety as many as 9 students (12.0%), and panic as many as 7 students (9.3%). Anxiety is a feeling of doubt or

ambiguity which develops when a person experiences stress so that these feelings cannot be resolved. College students who experience anxiety have difficulty in achieving good performance, have difficulty in dealing with assignments, and get less learning outcomes when compared to students who do not experience anxiety; besides, female college students are more often affected by anxiety disorders than male college students (Bamber and Kraenzle Schneider, 2016; Putri et al., 2020). In addition, anxiety is a symptom of stress. In order to deal with stress, it is necessary to have a coping mechanism to overcome it (Lumban Gaol, 2016). Sources of this coping include economic assets, skills or abilities, motivation, and social support. The relationship between individuals, families, groups, and society is crucial and influential in this coping resource (Stuart, 2013).

Social support is a form of treatment which refers to providing a sense of comfort, caring for and respecting others. It comes from partners, family, friends, or others who are considered to be able to help when needed (Sarafino and Smith, 2011). Meanwhile, Peer social support means that peers provide moral and spiritual encouragement, attention, and information in order to increase the intensity of behavior at a certain time (Rahmawan and Selviana, 2020).

Based on the problems described above, the researcher wants to conducted research in order to find out how the relationship between peer social support and anxiety levels in college students who are writing thesis at the Faculty of Nursing, Universitas Jember.

METHOD

The research design which was used in this study was analytic correlational and used a cross sectional approach. This study used a side probability technique with stratified random sampling with a total sample of 113 college students who were writing a thesis and met the inclusion and exclusion criteria. The study was conducted in July 2021. Moreover, the questionnaire used to measure the research variables which were peer social support questionnaire adopted from Hanapi and Agung's research (2018) and the State-Trait Anxiety Inventory (STAI) anxiety questionnaire adopted from Chrysty's (2016) research. Bivariate analysis in this study used the Kendall-tau correlation test with an error tolerance level (α) of 0.05. In addition, this study had received ethical approval by the Health Research Ethics Committee, Faculty of Nursing, University of Jember with ethics number 133/UN25.1.14/KEPK/2021.

RESULT

Characteristics of Respondents

Table 1. Distribution of characteristics of college students who are writing thesis based on age at the Faculty of Nursing, University of Jember (n=113)

Variable	Mean	Median	Min-Max
Age (years)	22.16	22.00	21 – 25

Based on table 1 regarding the distribution of respondents' characteristics by age, it is found that the average age of college students writing thesis is 22.16 and the middle age of college students is 22 years. For the youngest college student age is 21 years (12.4%) while the oldest college student age is 25 years (1.8%).

Table 2. Distribution of characteristics of college students who are writing thesis based on gender, class, and current place of residence at the Faculty of Nursing, University of Jember (n=113)

Variable	Frequency (f)	Percentage (%)
Gender		
Male	16	14.2
Female	97	85.8
Class		
2016	26	23.0
2017	87	77.0
Current place of residence		
boarding house	36	31.9
home	77	68.1

Based on table 2, it can be seen that the majority of college students who are writing thesis at the Faculty of Nursing, University of Jember are 97 women (85.8%) while men are 16 (14.2%). For the class of students who are writing thesis, the majority are from the 2017 class as many as 87 people (77%) while the 2016 class is 26 people (23%). Most of the college students who are writing thesis currently live at home or with their parents as many as 77 students (68.1%) while for those who live in boarding houses as many as 36 students (31.9%).

Peer Social Support College Students who are Writing Thesis

Table 3. Frequency Distribution of College Students Peer Social Support who are Writing Thesis at the Faculty of Nursing, University of Jember (n=113)

Variables	Frequency (f)	Percentage (%)
Peer Social Support		
Very low	1	0.9
Low	1	0.9
Moderate	15	13.3
High	45	39.8
Very high	51	45.1

In table 3, it shows that the results of the peer social support questionnaire assessment are 44 questions which have been conducted to 113 respondents, most of the college students receive very high peer social support as many as 51 students (45.1%). Meanwhile, college students with very low peer social support is 1 student (0.9%), receives low peer social support as much as 1 student (0.9%), receive moderate peer social support as many as 15 students (13.3%), and obtain high peer social support as many as 45 students (39.8%).

Table 4. Indicators of Peer Social Support College Students who are Writing Thesis at the Faculty of Nursing, University of Jember (n=113)

	Mean	Standard Deviation
Peer Social Support Indicator		
Emotional Support	3.26	0.51
Appreciation Support	3.35	0.47
Instrumental Support	3.17	0.49
Informational Support	3.22	0.48
Social Network Support	2.83	0.53

Based on table 4, it is known that the five indicators have a standard deviation value which is lower than the mean, which means that the mean value can be used as a representation of all data. Of the five indicators, appreciation support is the indicator which has the highest mean value of 3.35 with a standard deviation of 0.47. It means that the appreciation support indicator is part of the most influential peer social support for college students who are writing thesis.

Anxiety Level of College Students who are Writing Thesis

Table 5. Frequency Distribution of Anxiety Levels of College Students who are Writing Thesis at the Faculty of Nursing, University of Jember (n=113)

	Frequency (f)	Percentage (%)
Anxiety Level Variables		
No anxiety	10	8.8
Mild Anxiety	38	33.6
Moderate Anxiety	31	27.4
Severe Anxiety	26	23.0
Panic	8	7.1

In table 5, it can be seen that the results of the anxiety level questionnaire assessment are 17 questions which have been conducted to 113 respondents, most of the college students experience mild anxiety as many as 38 students (33.6%). Furthermore, college students who do not experience anxiety are 10 students (8.8%), experience moderate anxiety as many as 31 students (27.4%), experience severe anxiety as many as 26 students (23%), and experience panic as many as 8 students (7.1%).

Table 6. Anxiety Indicators of College Students who are Writing Thesis at the Faculty of Nursing, University of Jember (n=113)

	Mean	Standard Deviation
Anxiety Indicator		
Tension	2.40	0.66
Anxiety	2.29	0.65
nervousness	2.46	0.56
Fear	2.48	0.61

Based on table 6, it shows that the four indicators have a standard deviation value which is lower than the mean. It means that the mean value can be used as a representation of all data. Of the four indicators, fear is the indicator which has the highest mean value of 2.48 with a standard deviation of 0.61. It means that the fear indicator is the most influential part of the anxiety level of students who are writing thesis.

Correlation Test Results Peer Social Support and Anxiety Levels

Table 7. Analysis of the Relationship of Peer Social Support and Anxiety Levels (n=113)

Variable	p-value	Correlation coefficient (r)
Peer Social Support Anxiety Level	0.021	0.189

Table 7 is the result of the Kendall-tau correlation test and it is obtained a significance value or p-value of 0.021. It means that $p < 0.05$ with the results of the correlation coefficient obtained 0.189 which shows that the close relationship between peer social support and anxiety levels is very weak and has a positive relationship. Thus, it can be concluded that there is no relationship between peer social support and the level of anxiety of students who are writing thesis at the Faculty of Nursing, University of Jember.

DISCUSSION

Characteristics of Respondents

The results of this study show that college students who are writing thesis have an average age of 22 years with the youngest age is 21 years while the oldest is 25 years. According to Isaac (2004) in Untari & Rohmawati (2014) stated that the older a person is, the more mature his mindset will be in solving a problem. Furthermore, the age of 22 years is included in the early adulthood age range which is vulnerable to experience anxiety. According to the theory of anxiety disorders, most anxiety exists in the age range of 21-45 years. It is in line with research which had conducted by Malfasari, et al. (2019), which in the age range of 21-23 years the majority of respondents have high anxiety in facing the final project.

Based on the results of the study, as many as 91 out of 97 female college students experience anxiety (93.8%) while 12 out of 16 male college students experience anxiety (75%). Based on the theory, gender can affect a person's level of anxiety, where women tend to experience anxiety more often since women tend to be more emotional when compare to men who are rational and calmer in dealing with a problem (Malfasari et al., 2019). Moreover, the number of research respondents who are female is based on the high interest of female students to major in health sciences; especially, nursing, which tends to be higher than male students. In addition, in carrying out the role as a professional nurse, caring attitude is the main thing which should be given to patients so that the majority considers that the nursing profession is more suitable for women (Constantia et al., 2017; Allaili et al., 2021).

Most of the respondents in this study are college students of class 2017 since the curriculum system at the Faculty of Nursing at the University of Jember divides final project courses which can be taken by 7th and 8th semester students (Nursing Science Study Program, 2017).

The number of college students who live at home rather than in boarding houses is due to the fact that starting the 2020/2021 school year all learning uses an online system due to the Covid-19 pandemic. Therefore, many college students prefer to return to their respective homes even though there are still those who live in boarding houses since there are several things related to their thesis which require students to attend to campus or to the research site directly.

Peer Social Support College Students who are Writing Thesis

The results show that as many as 51 college students (45.1%) at the Faculty of Nursing, University of Jember who are writing thesis receive social support from their peers in the very high category. It is in line with previous research which stated that as many as 63 college students (80.8%) who are writing thesis at the NU Tuban College of Health Sciences receive social support in the high category, 14 college students (17.9%) in the medium category and 1 college student (1 .3%) in the low category (Fa'izaul Maziyah, 2015).

Peer social support is defined as the treatment which a person gets from peers in the form of help, input or advice, care, and a sense of comfort that can make the recipient feel that he or she is valued and loved so that they feel safe and comfortable when they need help. Furthermore, social support includes emotional support, informational support, instrumental support and affiliation support (Stuart, 2013; Sarafino & Smith, 2011). In this study, peer social support was measured by using an adaptation questionnaire from Hanapi and Agung (2018) which consisted of several indicators, that were emotional support, appreciation, instrumental, informational, and social networks.

Very high social support from peers which are given to college students in this study can have a positive impact on students since with good social support, students who are writing thesis will help in increasing positive coping. Therefore, it can reduce anxiety experienced. In addition, peers are one of the important sources which can provide social encouragement to foster self-confidence in someone. Emotional support which is formed with social approval is confirmed in oneself so that it can bring up trust, attention, increase self-esteem and self-acceptance for someone (Rahmanda, 2020). High social support for students who are writing thesis has a good impact on students since it can create a sense of optimism and skill in solving problems while writing thesis.

Anxiety Level of College Students who are Writing Thesis

Based on the results of the study, it shows that the majority of respondents experience mild anxiety as many as 38 college students (33.6%). It is in line with research which had conducted in 2016, which of 75 college students obtain the results that most of the students experience mild anxiety, that are 26 students (34.7%), moderate anxiety as many as 22 students (29.3%), no anxiety as many as 11 students (14.7%), severe anxiety as many as 9 students (12.0%), and panic as many as 7 students (9.3%) when they are writing thesis (Chrysty 2016).

According to the theory, anxiety is a feeling which arises and develops when a person is experiencing stress so that these feelings cannot be controlled. Furthermore, anxiety arises due to many factors; such as, age, gender, education, perceived meaning, spiritual and cultural values, social and environmental support and coping mechanisms (Untari & Rohmawati 2014). In students who are writing thesis, anxiety can arise since it is based on many things; such as, individual characteristics which exist within the student itself including age, gender and several factors that come from outside themselves; such as, the influence of peers, the environment, and the supervisor while working on the thesis (Malfasari et al., 2019). In this study, the measurement of student anxiety levels was conducted by using the State-Trait Anxiety Inventory (STAI) questionnaire which was adapted from (Chrysty, 2016) which had several indicators, that were tension, anxiety, nervousness, and fear.

The anxiety experienced by students when writing thesis does not always have a negative impact. However, it is based on the individual's coping abilities in solving the problems they face. Individual coping abilities depend on many factors; such as, social support and past experiences. In addition, the high and low levels of anxiety which experience by college students who are writing thesis depend on many things; such as, internal and external factors as well as the support and coping they have when writing the thesis.

Relationship between Peer Social Support and Anxiety Levels

Based on the results of research which have been conducted by using the correlation test, a p value of 0.021 is obtained, which means p value $<\alpha = 0.05$ with a correlation coefficient of 0.189 means that the closeness of the relationship is very weak. It can be said that there is no relationship between peer social support and the level of anxiety of college students who are writing thesis. Thus, it can be concluded that in this study the alternative hypothesis (Ha) is rejected and Ho is accepted. In this study, the majority of respondents have a mild level of anxiety with very high peer social support.

The results of this study are not in accordance with the results of research which had been conducted by Maziyah (2015) who got the results that social support has an influence on the anxiety level of college students who are writing

NHSJ Nursing and Health Sciences Journal

their thesis. The higher the social support, the lower the anxiety experienced by college students. College students who are writing thesis at the Faculty of Nursing, University of Jember tend to have very high peer social support since they have very good support from the surrounding environment. Therefore, they have a high level of confidence in dealing with a problem when writing thesis which lead to low level of anxiety.

Based on the indicators of college student anxiety levels in this study, the most influential factors in student anxiety levels are fear and tension. Moreover, another study stated that final year students who are writing thesis are often afraid of being caused by several things; such as, they afraid if they cannot finish their thesis properly and on time; besides, afraid to answer questions from lecturers (Habibullah et al., 2019). Meanwhile, on the indicators of peer social support, appreciation support is the most widely accepted support by college students in writing their thesis. Peers are an environment for students who are writing thesis. A good environment will have a positive impact on learning (Hanapi and Agung, 2018). The better the existing environment, the better college students will develop and learn.

Thus, peer social support does not have a significant effect on the level of anxiety of college students who are writing thesis at the Faculty of Nursing, University of Jember since there are other factors which may have more influence on the level of anxiety. In addition, previous research which had conducted by Husada (2021) stated that the factors which influence student anxiety in preparing the final project (n = 40) include lazy (70%), lack of enthusiasm (82.5%), fear of advisors (62.5%), difficult to concentrate (65%), difficult to arrange titles (60%), difficult to arrange background (72.5%), difficult to arrange content (75%), and difficult to arrange references (57.5%).

CONCLUSION

The conclusion of this study is that students who are writing thesis at the Faculty of Nursing, University of Jember have an age range of 21-25 years with the majority is female as many as 97 students (85.8%), coming from the 2017 class of 87 students (77%), and live at home as many as 77 students (68.1%). Furthermore, the results of peer social support are very high with 51 students (45.1%), 45 students (39.8%) have high social support, 15 students (13.3%) have moderate support and the rest are low and very low. Meanwhile, the results of the anxiety level are that the majority have mild anxiety levels as many as 38 students (33.6%), 31 students (24.4%) have moderate levels of anxiety, 26 students (23%) have severe anxiety levels, 10 students do not feel anxious and 8 students (7.1%) experience panic when writing their thesis. In addition, for the correlation results, it shows that there is no relationship between peer social support and the level of anxiety of college students who are writing their thesis at the Faculty of Nursing, University of Jember.

It is expected that further research can identify the factors which cause anxiety in thesis of college students; besides, it is expected to provide interventions in the form of nursing actions given to college students who are writing their thesis and experiencing anxiety; such as, laughter therapy which can be conducted in groups. And for clinical nurse, the results obtained from the research can be used as a source of knowledge in an effort to reduce the anxiety level of students who are working on their thesis.

ACKNOWLEDGEMENT

REFERENCES

Abdullah, S. A., Sarirah, T., & Lestari, S. (2017). Perfeksionisme dan strategi coping: studi pada mahasiswa tingkat akhir. *Mediapsi*, *3*(1), 9–16. https://doi.org/10.21776/ub.mps.2017.003.01.2

Allaili, A., Ikhtiarini Dewi, E. and Hadi Kurniyawan, E. (2021) "The Relationship Between Culture Shock And Self-Esteem Of New Students Outside Java Island At University Of Jember", Nursing and Health Sciences Journal (NHSJ), 1(1), pp. 12-19. doi: 10.53713/nhs.v1i1.4.

Bamber, M. D., & Kraenzle Schneider, J. (2016). Mindfulness-based meditation to decrease stress and anxiety in college students: A narrative synthesis of the research. *Educational Research Review*, *18*, 1–32. https://doi.org/10.1016/j.edurev.2015.12.004

Chrysty, A. P. (2016). *Hubungan Komunikasi Interpersonal dengan Kecemasan Mahasiswa dalam Menempuh Skripsi di Program Studi Ilmu Keperawatan Universitas Jember*. Universitas Jember.

Constantia, A., Arneliwati, & Utomo, W. (2017). Faktor-faktor internal yang berhubungan dengan motivasi mahasiswa untuk melanjutkan pendidikan ners di PSIK Universitas Riau. Jurnal Ners Indonesia, 8(1), 69–78.

Dwi Pratiwi, R., Ikhtiarini Dewi, E. and Hadi Kurniyawan, E. (2021) "Relationships Self-Regulation Learning and Academic Stress First Year Students at Faculty of Nursing University of Jember", Nursing and Health Sciences Journal (NHSJ), 1(1), pp. 81-87. doi: 10.53713/nhs.v1i1.21.

Habibullah, M., Hastiana, Y., & Hidayat, S. (2019). Kecemasan Mahasiswa Dalam Menghadapi Seminar Hasil Skripsi Di Lingkungan Fkip Universitas Muhammadiyah Palembang. *BIOEDUKASI (Jurnal Pendidikan Biologi)*, *10*(1), 36. https://doi.org/10.24127/bioedukasi.v10i1.2015

Hanapi, I., & Agung, I. M. (2018). Dukungan sosial teman sebaya dengan self efficacy dalam menyelesaikan skripsi pada mahasiswa. *Jurnal RAP UNP(Riset Aktual Psikologi Universitas Negeri Padang)*, *9*(1), 37–45.

Husada, I. (2021). Gambaran faktor-faktor yang mempengaruhi kecemasan mahasiswa dalam tugas akhir masa pandemi Covid-19. *Jurnal Ilmiah Keperawatan*, *9*(1), 1–10. https://doi.org/10.26877/wp.v

Keperawatan, P. S. I. (2017). *Buku Konseling Mahasiswa*. Jember: Universitas Jember.

Lumban Gaol, N. T. (2016). Teori Stres: Stimulus, Respons, dan Transaksional. Buletin Psikologi, 24(1), 1–11. https://doi.org/10.22146/bpsi.11224

Malfasari, E., Devita, Y., Erlin, F., & Filer, F. (2019). Faktor-Faktor Yang Mempengaruhi Kecemasan Mahasiswa Dalam Menyelesaikan Tugas Akhir Di Stikes Payung Negeri Pekanbaru. *Jurnal Ners Indonesia*, *9*(1), 124. https://doi.org/10.31258/jni.8.2.124-131

Marjan, F., Sano, A., & Ifdil. (2018). Tingkat kecemasan mahasiswa bimbingan dan konseling dalam menyusun skripsi. *JPGI (Jurnal Penelitian Guru Indonesia)*, *3*(2), 84–89. https://doi.org/10.29210/02247jpgi0005

Maziyah, Fa'izatul. (2015). *Hubungan Dukungan Sosial dengan Tingkat Kecemasan dalam Mengerjakan Skripsi pada Mahasiswa Sekolah Tinggi Ilmu Kesehatan (STIKES) NU Tuban*. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Diambil dari http://etheses.uin-malang.ac.id/1243/

Maziyah, Fa'izaul. (2015). Hubungan Dukungan Sosial Dengan Tingkat Kecemasan Dalam Mengerjakan Skripsi Pada Mahasiswa Sekolah Tinggi Ilmu Kesehatan (Stikes) Nu Tuban. Metrologia, 53(5), 1–116. https://doi.org/10.1590/s1809-982320130004000. *Metrologia*, *53*(5), 1–116.

Putri, P., Maurida, N., Novitasari, F., Rosalina, W., & Afandi, A.T. 2020. Self-Motivation and Social Support with Burnout Syndrome in Students who Complete Undergraduate Thesis. Pakistan Journal of Medical & Health Sciences.1322.

Rahmanda, R. (2020). Hubungan antara dukungan sosial teman sebaya dengan kecemasan menghadapi presentasi pada mahasiswa uin suska riau. *Skripsi*.

Rahmawan, F. R., & Selviana. (2020). Hubungan adversity quotient dan dukungan sosial teman sebaya dengan tingkat stres mahasiswa yang menyelesaikan skripsi. *IKRA-ITH Humaniora*, *5*(1), 67–75.

Riskesdas, K. (2018). Hasil Utama Riset Kesehatan Dasar (RISKESDAS). Kementrian Kesehatan Republik Indonesia. https://doi.org/10.1088/1751-8113/44/8/085201

Santrock, J. W. (2012). *Life-Span Development* (14th ed.). New York: McGraw-Hill.

Sarafino, E. P., & Smith, T. W. (2011). *Health Psychology: Biopsychosocial Interactions* (7th ed.). USA: John Wiley & Sons, Inc.

Stuart, G. W. (2013). *Principles and Practice of Psychiatric Nursing* (10th ed.). Missouri: Elsevier Mosby. https://doi.org/10.1097/00000446-198112000-00038

Untari, I., & Rohmawati. (2014). Faktor-faktor yang mempengaruhi kecemasan pada usia pertengahan dalam menghadapi proses menua (aging process). *Jurnal Keperawatan Akper 17 Karanganyar*, *1*(2), 83–90. Diambil dari https://www.e-jurnal.com/2015/05/faktor-faktor-yang-mempengaruhi_18.html

World Health Organization. (2017). Depression and other common mental disorders: global health estimates. Geneva: World Health Organization.