

# THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND ANXIETY OF FINAL SEMESTER ANESTHESIOLOGY NURSING STUDENTS

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## Abstract

*Health students in the final semester are focused on several activities such as completing final assignments, clinical practice in hospitals and preparing for competency tests. Teaching and learning activities for final semester students often become a burden and cause anxiety. Social support from outside has an important role in overcoming this problem. The purpose of this study is to determine the relationship between social support and anxiety of final semester students of the Anesthesiology Nursing Study Program of the University of Aisyiyah Yogyakarta. The population of this study was the seventh semester students of the Anesthesiology Nursing Study Program of the University of Aisyiyah Yogyakarta, totaling 121 students with a research sample of 95 students who were selected by random sampling technique. Data collection was done utilizing a questionnaire with The Multidimensional Scale of Perceived Social Support instrument for the social support and the Hamilton Anxiety Rating Scale instrument for the level of anxiety. Data analysis was conducted using the technique of rho spearman analysis test. The results of the analysis show that there is a significant relationship between social support and anxiety of the final semester student, with a correlation value of -0.592 and a Sig. of 0.000 ( $p < 0.05$ ). In addition, the results of the analysis also show that there is a strong relationship between social support and anxiety, and the higher the social support obtained by students, the lower the level of anxiety.*

**Keywords:** social support; anxiety; anesthesiology nursing; student

**Article info:** Sending on January 26, 2022; Revision on June 22, 2022; Accepted on June 30, 2022

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## 1. Introduction

Final year students cannot be separated from the heavy burden of working on their final project or thesis. This issue is even heavier for undergraduate students of applied health because they have to carry out clinical learning in hospitals that demand a high level of focus on the skills they must master before graduating. In addition to thesis and clinical practice, students are also required to prepare themselves for the competency test at the end of a semester as one of the graduation requirements. A final semester student indeed has a big demand to have mental readiness in the world of work that will be faced (Dhiya, et al., 2020).

Anxiety is a physiological response that generally appears accompanied by anxiety about a problem (Malfasari et al., 2018). Anxiety can be characterized by a feeling of fear which is an unpleasant emotional reaction (Dhiya, et al., 2020). Anxiety that cannot be controlled and appears

suddenly will cause anxiety disorders that will have an impact on the lives of individuals (Christianto et al., 2020).

The level of anxiety when facing a problem experienced by every person is different. One of the indicators used to measure anxiety is the Hamilton Anxiety Rating Scale (HARS) questionnaire, which is divided into five levels of anxiety, namely no anxiety, mild anxiety, moderate anxiety, severe anxiety, and very severe anxiety (Amir et al., 2016).

Final year students are certainly in the social sphere, including in the family, society, and peers. Of all these various social spheres, an individual can receive social support. The support that arises from the people closest to them is able to equip them with high self-confidence so that they are able to overcome the problems they are facing (Dhiya, et al., 2020). This study aims to

determine the relationship between social support and anxiety in final semester students of the Anesthesiology Nursing Study Program of the University of ‘Aisyiyah Yogyakarta.

## 2. Method

This type of research is quantitative correlation with cross sectional approach. The independent variable in this study is social support and the dependent variable is the level of anxiety. The population of this study is the seventh semester students of the Anesthesiology Nursing Study Program of the University of ‘Aisyiyah Yogyakarta, totaling 121 students with a research sample of 95 students who were selected by a random sampling technique. Sample was found using Slovin formula. Inclusion criteria are active

students in the seventh semester (class of 2018) of the Anesthesiology Nursing Study Program of the University of ‘Aisyiyah Yogyakarta, willing to be respondents, and taking thesis courses and clinical practice courses. The exclusion criterion for this study is students who are not from the class of 2018. Data collection was conducted using a questionnaire with The Multidimensional Scale of Perceived Social Support instrument for social support and the Hamilton Anxiety Rating Scale instrument for the level of anxiety. This questionnaire distributed to students using google form. The data processing steps include editing, coding, data entry, and cleaning. Data analysis was conducted using univariate and bivariate analysis. The bivariate analysis was carried out using the correlation test.

## 3. Results and Discussion

### Univariate Analysis Result

**Table 1.** The Characteristics of Students based on Gender, Age, Social Support, and Level of Anxiety

Characteristics	n	%
Gender		
Male	36	37,9
Female	59	62,1
Age		
16-20 years	6	6,3
21-25 years	89	93,7
Social Support		
High	56	58,9
Medium	36	37,9
Low	3	3,2
Level of Anxiety		
No Anxiety	31	32,6
Mild Anxiety	23	24,2
Moderate Anxiety	17	17,9
Severe Anxiety	22	23,2
Very Severe Anxiety	2	2,1

Based on table 1, it is known that majority of the respondents are female (62,1%) and of the age group is the one between 21 – 25 years old (93,7%).

Besides, the majority of the respondents have high social support (56%) and some of the respondents do not have anxiety (32,6%).

**Table 2.** The Characteristics of Students based on Gender and Level Anxiety At Hand

Gender	Level of Anxiety									
	No Anxiety		Mild Anxiety		Moderate Anxiety		Severe Anxiety		Very Severe Anxiety	
	n	%	n	%	n	%	n	%	n	%
Gender										
Male	12	33,3	6	16,7	8	22,2	9	25	1	2,8
Female	19	32,2	17	28,8	9	15,3	13	22	1	1,7

Based on Table 2, it is known that most of the respondents, both male (33.3%) and female (32.2%) do not experience anxiety. This happens because the anxiety that arises in an individual can occur due to several factors, one of which is the feeling of fear that arises in his mind when facing something (Papatungan et al, 2019). Emotional

differences can be seen between male and female students. Male students are more competitive and easier to express anger, while women are more cooperative and more likely exchange ideas and experiences between their friends (Suminta and Sayekti, 2017).

**Table 3.** The Characteristics of Students based on Age and Level Anxiety At Hand

Age	Tingkat Kecemasan										
	No Anxiety		Mild Anxiety		Moderate Anxiety		Severe Anxiety		Very Severe Anxiety		
	n	%	n	%	n	%	n	%	n	%	
Age											
16-20 years	0	0	2	33,4	2	33,3	2	33,3	0	0	
21-25 years	31	34,9	21	23,6	15	16,8	20	22,5	2	2,2	

Based on table 3, it is known that respondents aged 16-20 years experience a level of anxiety (33.3%) which is divided into mild anxiety, moderate anxiety and severe anxiety. Respondents aged 21-25 years (34.9%) mostly do not experience anxiety. Age has a correlation with understanding

and knowledge of a problem so that it can shape perceptions and attitudes in the thought process of individuals. The older the students are, the more likely they are to use better coping mechanisms (Romadoni, 2016).

**Bivariate Analysis Result**

**Table 4.** The Relationship between Social Support and Anxiety of The Final Year Students

Social Support	Level of Anxiety										p
	No Anxiety		Mild Anxiety		Moderate Anxiety		Severe Anxiety		Very Severe Anxiety		
	n	%	n	%	n	%	n	%	n	%	
Low	0	0	0	0	1	1,05	2	2,10	0	0	0,000
Medium	0	0	10	10,5	11	11,7	14	14,7	1	1,05	
High	31	32,55	13	13,7	5	5,3	6	6,3	1	1,05	

Based on table 4, it is known that the Rho Spearman correlation test results in a correlation value of -0.592 and the value of Sig. of 0.000 ( $p < 0.05$ ). The results of the analysis indicate that there is a significant relationship between social support and level of anxiety of the final semester students. The correlation coefficient value shows a strong relationship between social support and anxiety, which means that the higher the social support the students receive, the lower their anxiety level is. Conversely, the lower the social support obtained by the students, the higher their level of anxiety is. The significant relationship between social support and anxiety of the students is in line with the research conducted by Lestari and Wulandari (2021) showing that social support has a negative relationship with anxiety, meaning that the higher the social support, the lower the anxiety; likewise, the lower the social support, the higher the individual's anxiety. Social support is both verbal and non-verbal aid given by other people that can make an individual feel a positive impact such as a sense of comfort, a sense of being cared for and getting respect for himself (Kusmaedi, 2020). High social support can make an individual more optimistic in dealing with the problems at hand. The benefit obtained from social support is reducing anxiety, depression, and body disorders due to stress or pressure (Dhiya et al., 2020). Social support can come from the closest people, namely

parents, family, friends, and friends. Forms of social support include:

- 1) Emotional support : it is in the form of expressions of care, empathy, and concern.
- 2) Appreciative Support : it is in the form of a positive expression of appreciation as a push forward for the individual
- 3) Instrumental Support : it includes direct assistance such as assistance to complete tasks directly so that the service from others can help individuals solve problems.
- 4) Informational Support : it is in the form of advice, suggestions, and instructions. The existence of this informational support can help individuals understand the situation they are facing and find alternative solutions to problems.
- 5) Group Support : this comes from social networks in which the individuals engaged. This support is very helpful for individuals to reduce the stress they experience.

It can be concluded that social support is all forms of actions and expressions that are helpful for an individual by involving emotions, information, instrument, and positive judgments on individuals in dealing with their problems.

Symptoms of anxiety can be physical, psychological, and social. Subjective feelings of restlessness, worry and restless behavior, or physiological responses (increased heart rate and muscle tension) are often experienced in

individuals who experience anxiety. Symptoms of anxiety that arise such as excessive worry, decreased concentration power, and avoidance behavior can hinder work accomplishment (Fachrozie et al, 2021). According to Buklew in Kusmaedi (2020), signs of anxiety can be seen from the psychological and physiological level. Psychological level reveals the feelings of tension, confusion, worry, and difficulty in concentrating. Meanwhile, physiological level can show the signs of insomnia, palpitations, excessive sweating, shaking, and stomach nausea. Anxiety can be divided into three components namely: (Pasongli & Malinti, 2021)

- 1) Physical Component : the symptoms that appear are in the form of dizziness, stomachache, sweaty hands, nausea, dry mouth, nervous feeling, and others
- 2) Emotional Component: the symptoms are in the form of a feeling of fear and panic
- 3) Mental Component : disorders that arise are worry, confusion, and attention and memory disorders.

Another study states that anxiety can cause three reactions, namely emotional reactions (tension, sadness, criticizing oneself or others), cognitive reactions (unable to think clearly), and physiological reactions (increased blood pressure, dizziness, heart beats faster).

#### 4. Conclusions and suggestions

There is a significant relationship between social support and anxiety of the final year students of the Anesthesiology Nursing Study Program of the University of Aisyiyah Yogyakarta. Next researcher can use another variable to knowing anxiety final semester students so we can take action to prevent it.

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