

# Asfira Eka Yulia Ningsih

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## **Coping Stress on Students Working on Thesis: Is it Related to Social Support?**

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### **Abstrak**

*Penelitian ini menggunakan analisis korelasional sebagai metode penelitian kuantitatif. Penelitian ini dilakukan dengan alasan bahwa proses penulisan tesis secara luas dianggap sebagai fase yang menuntut yang dapat menimbulkan stres di kalangan mahasiswa. Dukungan sosial adalah strategi coping yang layak bagi individu untuk secara efektif mengelola dan menavigasi situasi stres. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara dukungan sosial dan manajemen stres pada mahasiswa yang mengerjakan tugas akhir di Fakultas Psikologi dan Ilmu Pendidikan, Universitas Muhammadiyah Sidoarjo. Sampel penelitian terdiri dari 501 mahasiswa senior yang sedang menyelesaikan skripsi di Fakultas Psikologi dan Ilmu Pendidikan Universitas Muhammadiyah Sidoarjo. Sebanyak 272 sampel diperoleh dengan menggunakan metode Isaac and Michael sampling. Skala yang digunakan dalam penelitian ini adalah skala dukungan sosial dan skala coping stress. Metodologi pengumpulan data penelitian ini menggunakan dua pengukuran yaitu skala dukungan sosial yang terdiri dari 30 item dengan koefisien reliabilitas 0,792, dan skala coping stress yang terdiri dari 37 item dengan koefisien reliabilitas 0,830. Penelitian ini mengajukan hipotesis tentang potensi korelasi positif antara dukungan sosial dan coping stress pada mahasiswa yang sedang mengerjakan skripsi di Fakultas Psikologi dan Ilmu Pendidikan Universitas Muhammadiyah Sidoarjo. Hasil penelitian menunjukkan koefisien korelasi sebesar 0,639 dan tingkat signifikansi 0,000 ± 0,05*

**Kata Kunci:** *Dukungan Sosial, Coping Stress*

### **Abstract**

This study uses correlational analysis as a quantitative research method. This research was conducted because the thesis writing process is widely regarded as a demanding phase that can cause stress among students. Social support is a viable coping strategy for individuals to effectively manage and navigate stressful situations. The purpose of this study was to determine the relationship between social support and stress management in students doing their final assignment at the Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo. The research sample consisted of 501 senior students who were completing their thesis at the Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo. A total of 272 samples were obtained using the Isaac and Michael sampling method. The scale used in this study is the social support scale and coping stress scale. The research data collection methodology uses two measurements, namely the social support scale which consists of 30 items with a reliability coefficient of 0.792, and the coping stress scale which consists of 37 items with a reliability coefficient of 0.830. This study proposes a hypothesis about the potential for a positive correlation between social support and coping stress in students who are

working on their thesis at the Faculty of Psychology and Education, Muhammadiyah University of Sidoarjo. The results showed a correlation coefficient of 0.639 and a significance level of  $0.000 \pm 0.05$ .

**Keywords:** *Social Support, Coping Stress*

## Introduction

According to the Big Indonesian Dictionary, students are people who are educated in tertiary institutions. Students are considered people who are more educated than the general public, so students are considered to have a high intellectual level and can think intelligently in the eyes of the general public (Solin, 2020). Students are busy with various things for the sake of lectures such as lecture assignments, academic achievements, target value achievement, organization, and the need to self-regulate. So some of these things can be stressful for them (Azis & Bellinawati, 2015). One of the mandatory tasks of a student before being declared a graduate is a thesis. But it is not easy in the process of completing the thesis, students must be able to get through the difficulties in completing it. This causes students to experience stress (Social & Performance, 2009). The phenomenon of coping with stress was also reinforced by the results of interviews with several students who were preparing their thesis at the Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo, where they experienced stress while working on their thesis. Some of them were able to manage their stress but not a few students who could not control their stress were shown by physical symptoms that appeared in some students, such as feeling headaches, dizziness, and feeling restless. Someone who is experiencing stress will experience emotional symptoms as well as physical symptoms (Dzulfikri & Affandi, 2023). When students cannot control their stress, resulting in neglect of their thesis work.

According to research, the source of student stress is usually academic stress, namely stress caused by the influence of the learning process or lectures on campus (Rahmayani et al., 2019). According to data

from kompasiana.com which was broadcast on January 13, 2021, Gregg Henriques, Ph.D., a professor from James Madison University in Virginia, claimed that between 10 and 15 percent of students in the mid-1980s suffered from depression. and excessive anxiety. Dan's symptoms range from problems with anger to self-harm to suicidal thoughts, and there was a significant increase in 2010 of 33 to 40%.

From data obtained from RISKESDAS (Basic Health Research) it is stated that in 2018 emotional mental disorders at the age of 15 years and over which are displayed with symptoms of depression and anxiety reached 6.1% of the Indonesian population, or 11 million people. The percentage of depression in adolescents aged 15 to 24 years is 6.2 percent. When a person experiences severe depression, it can lead to a personality that wants to hurt themselves, or commit suicide. Anxiety and depression account for 80–90% of suicides. Cases of suicide in Indonesia can reach 10,000 people or the equivalent of every hour there is a case of suicide. The holy audiologist stated that 6.9% of students had the intention to commit suicide, however, another 3% of the students had attempted suicide. KarawangPost.com stated that this was what happened to a student who is currently compiling a thesis at a university in Malang who tried to kill himself by jumping from a bridge in Jl. Soekarno Hatta, Jatimulya Village, Lowokwaru, Malang City on Wednesday, 1 September 2021. This was based on stress and the fear of not being able to graduate on time caused by the unfinished thesis.

According to (Santrock, 1996) several ways to control emotions, including the model of adjustment, diversion, and coping (Solin, 2020). (Lazarus, 1985) says a problem-focused coping strategy is when someone tries to reduce the stress impact of

a stressful situation or change their emotional state to reduce stress (Solin, 2020). According to Sarafido, coping with stress is an attempt by a person to respond and deal with a situation that is stressful and exceeds his ability. In other words, coping with stress is a way that a person tries to manage a situation that looks like there is a difference between their efforts and abilities. To reduce the level of stress they experience while completing their thesis, students can use stress-coping strategies. Some students determine how to deal with stress, but there are still students who don't know how to deal with their stress (Dela, 2019).

According to (Lazarus & Folkman, 1984) coping strategies for stress from its function data found 2 forms, namely Problem Focused Coping (problem-focused coping) and Emotion Focused Coping (emotion-focused coping). Problem Focused Coping is a real behavior in the form of action to solve problems, challenges, and pressures by developing skills or abilities to handle situations or problems. Emotion Focused Coping, namely individual efforts to control emotions to get a sense of comfort and minimize the pressure that is felt, this situation is defensive or temporary. Discussion about coping with stress cannot be far from the important part that occurs in it, namely the existence of social support (Mayangsari et al., 2022). As described by (Sarafino, 1994) humans are social beings and each individual needs this social support when interacting with others. In their survival (Wati et al., 2016). Social support is composed of several aspects as formulated by (Sarafino et al, 1994), namely emotional support, appraisal support, instrumental support, and informational support that can help a person regulate his emotions, behavior, thoughts, and feelings to respond to the pressures he faces (Solin, 2020).

From research data discussing the relationship between social support and coping stress carried out by Bastian and the clinical instructor team at the Faculty of Nursing, University of Klabat, it is known that a sample of 102 respondents stated high

results, namely 100% of respondents received peer social support. So, students who are completing their thesis at the Faculty of Nursing, University of Klabat state a significant relationship between stress and social support (Social & Performance, 2009). According to previous research by Putri Nur Afifah, "The Relationship between Social Support and Coping Stress in Final Semester Students of the Faculty of Psychology, Medan Area University," with a research sample of 70 people, the result was that social support influences coping stress in final year students (Benslomo, 2023).

Some of the exposure above is reinforced by the results of research conducted by RA Jayusman, social support and coping stress are positively correlated. So the higher the social support will also affect the high level of coping stress that is raised. This statement states that social support has a major influence on individuals coping with stress (DIKRIANSYAH, 2018). The purpose of this research is as an effort to determine the relationship between social support and coping with stress in students who are preparing their thesis at the Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo.

## Method

The method used for this research is quantitative. IBM SPSS Statistics 26 for Windows is used for statistical analysis to test the proposed hypothesis. This study uses correlational research which aims as an effort to determine the relationship between social support and coping stress. In this study, two variables were used, namely the independent variable (X) and the dependent variable (Y). Where social support becomes the independent (free) variable and coping stress becomes the dependent (bound) variable. Measuring tools used include the social relations scale and coping stress scale. Google Forms used as a medium for distributing measurement tools in this study.

The population in this study amounted to around 501 students, and the sample taken was 272 students with the characteristics of currently writing a thesis at the Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo. The sampling method used is the purposive sampling technique. Using a modified Likert scale as a data collection technique in this study. Sugiyono stated that the Likert scale can be applied to measuring one's opinions, attitudes, and perceptions of the current situation. This research modifies the Likert scale using 4 answer choices by eliminating neutral answers. This modification was carried out so that the results of the distribution of the scale did not find any doubtful answers. The social relationship scale and coping stress scale were prepared with 4 alternative answers namely "strongly disagree (STS)", "disagree (TS)", "agree (S)", and "strongly agree (SS)". Statements in the compiled instruments are favorable and unfavorable, namely favorable statements for statements agreeing but unfavorable for statements stating disagreement.

The scale is then tested statistically using validity and reliability tests. After carrying out the scale validity test, obtaining the results of item validity on the social support scale with a value range from -0.394 to 0.623 of 40 items and found 10 invalid items, including items 1, 4, 5, 23, 26, 32, 33, 34, 36, 40, and produce 30 valid items. In addition, the results of the

Cronbach alpha reliability test were 0.792 > 0.60 so that social support items could be declared reliable. while the coping stress scale has a range of values from 0.08 to 0.614 out of 40 items it produces 3 invalid items, namely items 26, 31, 32, and produces 37 valid items. As well as coping stress items also passed the Cronbach alpha reliability test with a score of 0.830 > 0.60 which stated reliability.

## Results and Discussion

### Results

**Table 1. Normality Test**  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		272
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.24834070
Most Extreme Differences	Absolute	.071
	Positive	.071
	Negative	-.045
Test Statistic		.071
Asymp. Sig. (2-tailed)		.114 <sup>c</sup>

With the help of SPSS 26 for Windows, the results of the data normality test using the Kolmogorov-Smirnov test obtained a significant value (p) = 0.114<sup>c</sup>. From the data results, it can be stated that the data is normally distributed and the assumptions of normality are met, the results of the significance value obtained are > 0.05 (0.114, > 0.05).

**Table 2. Linearity Test**  
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Coping Stress (Y) * Social Support (X)	Between Groups	11746.326	41	286.496	8.803	.000
	Linearity	7840.512	1	7840.512	240.906	.000
	Deviation from Linearity	1205.814	40	97.645	1.210	.143
	Within Groups	7485.553	230	32.546		
Total		19231.879	271			

From the data from the linearity test results, data from the two variables of this

study stated a significance value (p) of 0.143 in the deviation from the linearity column,



which stated a significance value ( $p$ ) > 0.05 (0.143 > 0.05). These results suggest that

there is a linear relationship between social support and coping stress data.

**Table 3. Regression Test**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	54.606	4.243		12.869	.000
Social Support (X)	.623	.046	.639	13.632	.000

From table 3 data, the results of the t-test calculation state that for Social Support variable has a significance value of 0.00, which states that this significance value is lower than the  $\alpha$  value, which is 0.05. Thus,

the significance value of this variable is lower than the value of  $\alpha$ , which is 0.05 ( $\text{sig} < \alpha = 0.000 < 0.05$ ). Thus, the independent variable Social Support influences the Coping Stress variable.

**Table 4. Correlation Test**

		Social Support (X)	Coping Stress (Y)
Social Support (X)	Pearson Correlation	1	.639**
	Sig. (2-tailed)		.000
	N	272	272
Coping Stress (Y)	Pearson Correlation	.639**	1
	Sig. (2-tailed)	.000	
	N	272	272

In table 4, it was found that there was a hypothesis test result with the product moment person correlation technique with the result of a true correlation coefficient value of 0.639 and a significance value of 0.000 stated < 0.05 so that it can be described that there was a positive relationship between Social Support variables and Coping Stress variables.

The coefficient of determination test is used as an effort to determine how much social support influences the coping stress variable. The results from table 5 state that the family support variable has an effect of 40.8% on coping stress variables, and other factors not described in this study have an effect of 59.2%.

**Table 5. Test of Determination**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639 <sup>a</sup>	.408	.405	6.49540

**Table 6. Variable Category 1**

		Social Support Category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	126	46.3	46.3	46.3
	High	146	53.7	53.7	100.0
Total		272	100.0	100.0	

From the result data in the subject score categorization table, the social support

scale stated that there were 126 students with moderate levels of social support and 146 students with high levels of social support.

**Table 7. Variable Category 2**

		Social Support Category		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Medium	126	46.3	46.3	46.3
	High	146	53.7	53.7	100.0
Total		272	100.0	100.0	

From the table data on the subject's score categorization on the coping stress scale, it was found that 108 students had moderate coping stress and 164 students had high coping stress.

### Discussion

The above stated that students who were writing their thesis at the Faculty of Psychology and Education at Universitas Muhammadiyah Sidoarjo found a positive correlation between social support and the ability to deal with stress. With a Pearson correlation value of 0.639 and a significance value of  $0.000 < 0.05$ , the hypothesis is stated to be accepted. The results state that a high level of social support means that the level of coping stress will also be high, and conversely, if the level of social support is low, the level of student coping stress will also be low.

From the subject score categorization table data on the social support scale, it was found that there were 126 students (46.3%) with a low level of social support and 146 students (53.7%) with a high level of social support. On the coping stress scale, there were 108 students (39.7%) with low levels of coping stress and 164 students (60.3%) with high levels of coping stress. It can be stated that students who are preparing their thesis at the Faculty of Psychology and Education, Muhammadiyah University of Sidoarjo tend to have high levels of social support and coping with stress.

The results of previous research conducted by Putri Nur Afifah on "The Relationship between Social Support and Coping Stress in Final Semester Students at the Faculty of Psychology, Universitas Medan Area" explains that social support influences coping stress in final-year students with positive results. So it can be explained that the higher the social support of students at the end of Islamic counseling guidance, the higher the coping stress carried out by students (Benslomo, 2023).

As described by Tylor, someone who gets high social support will experience less stress and will be more effective in carrying out coping. Because individuals who get high social support will get more information about the problems they are facing (Coker et al., 2018). According to (Johnson, 2019), social support can help individuals improve ways to deal with or solve problems related to reducing stress symptoms by providing information, attention, and feedback needed to carry out coping stress (Coker et al., 2018). When students are faced with a task or problem students will be able to carry out coping or solve these problems when students know how to overcome them, and these methods are obtained from the attention and information shared by people around them. This research is limited to finding the relationship between social support variables and coping stress variables. But many other variables can affect coping stress.

### Conclusion

The results of the analysis stated that for students who were writing their thesis at the Faculty of Psychology and Education, Muhammadiyah University of Sidoarjo, there was a positive relationship between social support and coping stress. The results of the hypothesis test stated that the research hypothesis was acceptable, with a correlation coefficient of 0.639 and a significance value of  $0.000 < 0.05$ . Students with a low level of social support have a low

level of coping stress, and vice versa, students with a high level of social support have a high level of coping stress. The coefficient of determination of 40.8% indicates the magnitude of the influence of social support on coping stress, while 59.2% is influenced by other components not discussed in this study.

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#### Bibliography

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#### Author Profile

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**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Prep.** You may be using the wrong preposition.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Prep.** You may be using the wrong preposition.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Prep.** You may be using the wrong preposition.



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PAGE 7

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**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



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PAGE 8

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