

The Relationship Between Peer Social Support and Anxiety in Facing Nursing Student Skill Laboratory Examinations

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Abstract

Anxiety is a problem that is often found in nursing students. One of the reasons is because students are required to pass laboratory skill exams, which creates pressure and causes anxiety. Peer social support is one of the factors that can influence anxiety. The aim of the study was to determine the relationship between peer social support and anxiety in facing laboratory skill exams in nursing students. The research design is a descriptive correlation with a cross sectional approach. The respondents of this study were 244 students of the Faculty of Nursing, University of Riau, who were obtained using the proportionate stratified random sampling technique. The measuring tool is a questionnaire and the data analysis used is the Kolmogorov-Smirnov test. The results showed that there was a relationship between peer social support and anxiety in facing laboratory skill exams in nursing students with p value = $0.000 < \alpha$ (0.05). Anxiety that occurs in nursing students in facing laboratory skill exams has a correlation with social support, one of which is the social support of peers.

Keywords: Social Support, Peers, Anxiety, Skill Laboratory Tests



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INTRODUCTION

Anxiety is a situation where pain or unpleasant feelings arise (Anissa, Minarningtyas, & Yusrini, 2022). The incidence of anxiety disorders reaches 3.76% of the world's population. The number of people living with anxiety has increased from 2005 to 2015 by 14.9% with a total of 264 million people. The United States is the country with the largest prevalence of anxiety disorders in the world, at 31%. Meanwhile, anxiety disorders in Southeast Asia accounted for 23% or 60.05 million of the world's 264 million people with anxiety disorders (World Health Organization, 2017).

The prevalence of anxiety disorders in Indonesia is 3.49% in the age range from 15-19 years and also at the age of 20-24 years around 3.42% (Global Burden of Disease Study, 2017). Anxiety is widespread in all provinces in Indonesia, including Riau Province, which ranks 17th out of 34 provinces. In terms of age, anxiety is highest in the age range of 75 years and over (23.42%) and between the ages of 15-24 (9, 67%), while based on gender, women experience higher anxiety (13.37%) than men (7.68%) (Risksdas, 2018). Anxiety is grouped into 4 grades, namely mild, moderate, severe and panic. Factors that cause anxiety result from a reaction to the tension that is obtained in the body's system due to internal and external encouragement (Anissa, Minarningtyas, & Yusrini, 2022). The level of anxiety that everyone feels will definitely experience differences, including students (Mufidah & Widiyawati, 2022).

A student is someone who is in the stage of studying at the level of a tertiary institution (Masduki, Abdurohim, & Permana, 2021). Nursing students are one of the students who are at risk of experiencing anxiety disorders, both initial and final year students. Each student will have their own problems that trigger anxiety. Beginning students will meet with habits that may not have been obtained when they attended high school. This is what causes students to

need the ability to adjust to a new environment in college, housing/boarding houses, busy class schedules, and being away from their parents (Ramadhan, Sukohar, & Saftarina, 2019). Factors that trigger anxiety among students include their own social environment, academic obligations in the form of assignments, laboratory skills and exams (Anissa, Minarningtyas, & Yusrini, 2022).

Learning in nursing consists of expert lectures, tutorials, and practicum (skill laboratory). Laboratory skills are an important part of a complex educational process and must be integrated into the curriculum, especially educational programs that refer to the achievement of student competencies (Budi & Wardaningsih, 2018). Laboratory skills are a prerequisite with credits that require more identification and memorization of a particular skill. Laboratory skills form the basis of skills in any nursing action, for example skills in installing infusions, injections, catheters, and others. Laboratory skill learning is carried out not only to replace laboratory skills, but to make students more prepared and capable when carrying out real nursing care in a clinical setting (Budi, 2020).

Laboratory skill exams are a more complex assessment method for students or graduates of health education. Assessment of ability in nursing students is an obligation to measure the competencies that must be achieved by students. Students are required to pass laboratory skills exams and this is a pressure for students to prepare themselves and one of the things that makes students anxious to take laboratory skills exams (Anissa, Minarningtyas, & Yusrini, 2022). Other factors that can affect students' anxiety about laboratory skills are the supervisor's attitude, the atmosphere during the exam, the skills possessed by students, the students' inner feelings (not sure whether they will pass) and the exam itself and (Suryanto, & Isrovianingrum, 2018). The thing that is done to reduce anxiety is by having coping strategies. Coping strategy is a self-defense carried out by a person to reduce the anxiety that is felt. One of the factors that influence coping strategies is social support (Pradana, & Susilawati, 2019).

Social support is assistance obtained from other people or the surrounding environment in the form of feeling comfortable, loved and valued (Isfaiyah, Rahmawati, & Dalimunthe, 2019). One can get social support from anyone, including friends who are more or less the same age or so-called peers. Friends are someone who is influential in life and has an important role as a social being. The presence of peers can help in providing information or directing when someone is confused about what you need to do to socialize with your environment, this is what makes individuals seek social support from their peers (Saputro & Sugiarti, 2021). Halim's research (2019) entitled "The Influence of Peer Social Support and Self-Confidence on Learning Anxiety of Elementary Education Students in Jenepono and Takalar Working Groups" states that there is a positive relationship between peer social support and learning anxiety of elementary education students. The results of the study stated that peer social support had a positive effect on anxiety. This support is in the form of comfort and familiarity when socializing with someone.

Anxiety experienced by students is something that must also be considered. If the anxiety experienced by students is not immediately addressed, the fear will interfere with the student's learning process itself, and can also interfere with their health. Seeing the context and phenomena described above, the researcher is interested in conducting research on the relationship between peer social support and anxiety in facing laboratory skill exams in nursing students.

RESEARCH METHODS

This research is a quantitative descriptive correlational study using a cross sectional approach. This research was conducted at the Faculty of Nursing, University of Riau. The population in this study were all 627 active students in Program A of Nursing Studies at the

University of Riau. The sampling technique in this study used probability sampling with the type of proportionate stratified random sampling. The data collection tool in this study used a peer social support questionnaire, a peer social support questionnaire was tested for validity and reliability, with r table (0.334), there was 1 question that was invalid with r count (0.261), while the Cronbach alpha value was 0.927. Assessed with 4 Likert points starting from SS which means very suitable, S means suitable, TS means not suitable, and STS means very inappropriate. Rating depends on whether an item is favorable or unfavorable, and points for answers move from four (4) to one (1) for favorable answers and one (1) to four (4) for unfavorable answer items. Meanwhile, the anxiety questionnaire, namely the Zung Self-Rating Anxiety Scale, is a standard questionnaire that has been declared valid with the lowest score of 0.663 and the highest is 0.918 and the reliability test shows the number 0.829. There are 20 questions each rated on a scale of 1-4, where for question scores 1: never, 2: sometimes, 3: Often, 4: always.

RESEARCH RESULTS AND DISCUSSION

Univariate Analysis

Description of Respondent Characteristics

Table 1. Frequency Distribution Based on Respondent Characteristics (N = 244)

Characteristics	Frequency (n)	Percentage (%)
Age		
18 Year	13	5,3
19 Year	70	28,7
20 Year	61	25
21 Year	60	24,6
22 Year	33	13,5
23 Year	7	2,9
Gender		
Female	219	89,8
Male	25	10,2
Force		
2019	56	23
2020	57	23,4
2021	60	24,6
2022	71	29,1
Total	244	100,0

Based on the table above, it is explained that the sex of the respondents was mostly female, namely 219 people (89.8%), at the age of 19 years, more respondents were 70 people (28.7%), while the most batch was the 2022 class of 71 people (29.1%).

Peer Social Support

Table 2. Frequency Distribution of Peer Social Support (N=244)

Peer Support	Frequency (n)	Percentage (%)
Low	118	48,4
High	126	51,6
Total	244	100,0

Based on the table above, out of 244 respondents, the majority of nursing students who took the laboratory skills exam received high support from their peers, namely 126 people (51.6%), while low support, namely 118 people (48.4%).

Skill Laboratory Exam Anxiety

Table 3. Anxiety Frequency Distribution (N=244)

Worry	Frequency (n)	Percentage (%)
Light	164	67,2
Currently	78	32
Heavy	2	0,8
Panic	-	-
Total	244	100,0

Based on the table above, it is explained that out of 244 respondents, most of the students who took the laboratory skills exam experienced mild anxiety, namely 164 people (67.2%), moderate anxiety, namely 72 people (32%), and severe anxiety, namely 2 people (0.8%).

Bivariate Analysis

Table 4. The Relationship Between Peer Social Support and Anxiety in Facing Skill Laboratory Examinations in Nursing Students

Peer Social Support	Anxiety in the face of laboratory skills exams						Total	p value
	Light		Currently		Heavy			
	N	%	N	%	N	%	N	%
Low	56	47,5	60	50,8	2	1,7	118	100
High	108	85,7	18	14,3	0	0	126	100
Total	164	67,2	78	32	2	0,8	244	100

Based on the table above, it shows the results of the analysis of the relationship between peer social support and anxiety in facing laboratory skills exams in nursing students with the majority of high peer social support with mild anxiety, namely 108 people (85.7%), respondents with the majority of low peer social support with moderate anxiety, namely 60 people (50,8%). The results of the statistical test analysis using the chi-square statistical test contained 2 cells with an expected count less than 5, with an expected count value of 33.3%, so an alternative chi-square test with a 2 x 3 table was used, namely the Kolmogorov-Smirnov test. The results obtained were a p-value of 0.000 or $<\alpha$ 0.05 so that it was said that H_0 was rejected and H_a was accepted, which means that there is a relationship between peer social support and anxiety in facing laboratory skills exams in nursing students.

Discussion

Univariate Analysis

Age

The results showed that of the 244 respondents, the distribution of respondents was the most at the age of 19, namely 70 people (28.7%). Previous research stated that the age of 19-22 years is in the late adolescent category, this age is the age range when a person can socialize psychologically and has the ability to be independent, at this age there will also be psychological changes in these adolescents, such as they become more sensitive, such as feeling anxious and crying easily (Anissa, Minarningtyas, & Yusrini, 2022). Yudianfi's research (2022) says that late adolescents, namely 19 to 22 years, are more sensitive to anxiety issues. research by Mawarni and Wahyuni (2022) also said that the age range of 19-20 is anxiety. Late adolescents interact more with their peers and spend more time with their peers than with their families. So that late adolescents get more social support from their peers than others.

Gender

The results showed that of the 244 respondents, the distribution of respondents was mostly female, namely 219 people (89.8%). These results are in accordance with the research of Suha, Nauli, and Karim (2022) which states that the majority of students studying at the Faculty of Nursing, University of Riau are female. In addition, women are more interested in becoming nurses than men. This is related to women who are more sensitive to other people's feelings and easy to express emotional expressions than men, can provide emotional support, and women can show caring attitudes towards other people (Pebriani, Karim, & Utami, 2020). Gender affects a person's anxiety. In the study of Hakim, Parmasari and Soekanto (2022), the results showed that male students showed severe and very severe anxiety by 12.5%, while 31.8% of female students experienced severe and very severe anxiety. In line with Hawari (2016) who said that women are more likely to feel anxiety about something than men, this is because men have a calm nature than women. Agustianisa's research (2022) states that women feel anxious more often than men, namely 84.5%.

Peer Social Support in Nursing Student Skill Laboratory Exams

The results showed that of the 244 respondents, students from the Faculty of Nursing, University of Riau, received the most peer social support in the high category of 126 people (51.6%). High peer social support in the Faculty of Nursing, could be due to the fact that lecturers more often give assignments in groups, so that students can work together in completing the task, that's where they support each other, help if anyone feels difficult, if there is anything they can't they will discuss together to solve it. In addition, there are several organizations, both spiritual organizations and others outside of class hours which increase intimacy, exchange ideas, share stories, and solicit suggestions and input so as to improve social support relationships with peers. In line with the research by Basar, Zukhra, and Nopriadi (2021), the majority of respondents received high peer social support, namely 122 people (57.3%), high support was obtained from close relationships, the emergence of a feeling of understanding one another, and a high sense of togetherness among others to face and solve the problems experienced, giving rise to a problem solving. Stefany, Dewi and Dewi's 2022 research said that most respondents received the social support of friends in the high category, namely 52.8%.

Worry

The results of this study indicate that most nursing faculty students experience mild anxiety, namely 164 people (67.2%). Mild anxiety in the Faculty of Nursing experienced by students is caused by the fact that on average students carry out independent simulations provided by the lab before carrying out laboratory skill exams, so that students are better prepared to face skill laboratory exams. In addition, the module has been prepared by the lecturer and is complete so students don't need to search anymore, they only need to study it. Siper will also remind students about the exam schedule so that students can prepare themselves. This research is in line with Jayanti, Krisnawati, and Devi (2021) who said that the majority of nursing students have a mild anxiety level of 33.4%, when facing practical laboratory exams. Research by Sanger and Ayomi (2022), said that the majority of nursing students were in the mild anxiety category of 52.3%. Mild anxiety is indicated by hands that feel warm and sweaty, the body feels weak and gets tired quickly, restlessness, headaches

Bivariate Analysis

The results of the analysis in this study showed that 60 students (50.8%) students who received low support experienced moderate anxiety, while 108 students (85.7%) students

received high support and experienced mild anxiety. The results of the analysis of the relationship using the chi-square test with the Kolmogorov-Smirnov alternative between the variables of peer social support and anxiety in facing laboratory skills exams obtained p value = 0.000 with $\alpha = 0.05$. The results showed that the p value $< \alpha$, so that H_0 was rejected, so there was a relationship between peer social support and anxiety in facing laboratory skill exams in nursing students.

Laboratory skill exams are a more complex assessment method for students or graduates of health education. Assessment of ability in nursing students is an obligation to measure the competencies that must be achieved by students. Students are required to pass laboratory skill exams and this causes pressure on students to prepare themselves and is one of the causes of anxiety for students who want to take laboratory skills exams (Anissa, Minarningtyas & Yusrini, 2022). The anxiety felt by students who want to take laboratory skill exams will vary, some are mild, then moderate, severe and even panic. Anxiety can be influenced by peer social support. In line with the theory of Ghufron and Risnawati (2017) stating that there are factors that can influence the emergence of anxiety. First, internal factors, namely everything contained within. Then external factors include social support, one of which is peers. Lestari and Tatiyani (2019) mention that peer social support can be given in the form of emotional support such as caring attitude, giving attention, appreciation support such as positive expressions to others, instrumental support such as being able to be given directly, namely helping with unfinished tasks, informational support such as can be given in the form of suggestions and input, in which this support can reduce the level of anxiety felt.

The results of the research conducted showed that the lower the social support of the peers the respondent experienced moderate anxiety, while the higher the social support given to peers, the lighter the anxiety. This research is in line with the research of Misalia, Zuhra, and Nauli (2022) which said that the higher the support and assistance provided by peers, the lower the level of anxiety felt by individuals, and vice versa if the support provided is low, the level of anxiety felt by individuals it will be high. This is because affection can create a person's sense of self-confidence so that it can reduce the level of anxiety felt. Ilma's research (2020) says that there is the influence of peer social support in reducing student anxiety when facing language tests, with peer support that creates a sense of care, empathy, tolerance and mutual support. Research by Cahyady, Mursyidah, and Melysa (2018) also said that there is a relationship between peer social support and anxiety. Afifa's research (2020) says that there is a significant relationship between peer social support and national final exam anxiety. And Halim's research (2019) says that the relationship between peer social support and anxiety shows a positive relationship with elementary education students.

Peer social support in this study shows that most of it is high support. Based on the researcher's analysis, the high support in this study was caused by respondents having the same problem, namely anxiety before the laboratory skills exam so that they sympathize with each other, provide mutual support and help each other before the laboratory skills exam begins, such as emotional support encouraging each other, appreciation support such as giving praise, thus increasing individual self-esteem, instrumental support such as sending materials to be tested, so as to make someone more enthusiastic and someone pays attention to them, and informational support such as providing information on when the exam will be held, so as to help remind. These forms of support are a solution to solving problems needed by students so as to reduce the anxiety felt by respondents.

CONCLUSION

The results of research that has been conducted on the relationship between peer social support and anxiety in facing laboratory skills exams for nursing students are in the age

category of students mostly at the age of 19 years, the gender of nursing students is mostly female, the respondents are mostly from class A 2022, Peer social support is mostly in the high category. Anxiety in most categories is mild. The results of further analysis regarding the relationship between peer social support and anxiety in facing laboratory skill exams in nursing students using the chi-square test with the Kolmogorov-Smirnov alternative obtained p value = $0.000 < \alpha$ (0.05), so that H_0 is rejected, so there is a relationship between peer social support and anxiety in facing laboratory skill exams in nursing students.

This study used instruments in the form of questionnaires, both from peer social support questionnaires and also Skill Laboratory test anxiety questionnaires. In fact, to obtain maximum results, it must be supported by more careful data collection, namely interview and observation techniques. It is hoped that the results of this study can be further developed for further research such as adding other variables that can affect anxiety, such as family support, motivation.

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