THE RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND ANXIETY LEVELS IN STUDENTS AT SMK NEGERI 7 BATAM CITY IN 2024

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Abstrak

The prevalence of anxiety in Indonesia is 3.7% in 2022. Anxiety in Batam City is 521 people with screening results for 15-18 year olds of 7,469 people in 2023. This research aims to determine the relationship between peer social support and anxiety levels in students. at SMK Negeri 7 Batam City in 2024. This research design is analytical correlation using a cross sectional approach. The population in this study was class XII students of SMK Negeri 7 Batam City in 2024, totaling 645 respondents. This research sample used a probability sampling technique, stratified random sampling, totaling 86 respondents. The design of this research was a peer social support questionnaire and the Revised Children's Manifest Anxiety Scale (RCMAS) anxiety questionnaire. Bivariate analysis in this study used the chi-square test. The research results showed that peer social support was 52.3% positive and 52.3% negative. 47.7%, normal anxiety was 65.1%, and clinical anxiety was 34.9%. The test results obtained a significant value of 0.002 < (0.005), so Ha was accepted, which means there is a relationship between social support from peers and the level of anxiety in students/ student of SMK Negeri 7 Batam City. In conclusion, positive social support from peers can reduce anxiety levels. The suggestions from this research are that it is hoped that students can better understand the importance of positive peer social support in order to avoid anxiety problems.

Keywords: Peer Social Support, Anxiety Level, Adolescents

HUBUNGAN DUKUNGAN SOSIAL TEMAN SEBAYA DENGAN TINGKAT KECEMASAN PADA SISWA/SISWI DI SMK NEGERI 7 KOTA BATAM TAHUN 2024

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Abstrak

Pervalensi kecemasan di Indonesia sebesar 3,7% tahun 2022. Kecemasan di Kota batam sebanyak 521 orang dengan hasil skrining usia 15-18 tahun sebanyak 7.469 orang tahun 2023.Penelitian ini bertujuan untuk mengetahui hubungan dukungan sosial teman sebaya dengan tingkat kecemasan pada siswa/siswi di SMK Negeri 7 Kota Batam Tahun 2024. Desain Penelitian ini adalah *Analitical correlation* menggunakan pendekatan *cross sectional.* Populasi dalam penelitian ini adalah siswa/siswi kelas XII SMK Negeri 7 Kota Batam tahun 2024 sebanyak 645 responden. Sampel penelitian ini menggunakan teknik *probability sampling* jenis *stratified random sampling,*berjumlah 86 responden. Desain penelitian ini adalah kuesioner dukungan sosial teman sebaya dan kuesioner kecemasan *Revised Children"s Manifest Anxiety Scale* (RCMAS).Analisis bivariat dalam penelitian ini menggunakan uji chi-square.Hasil penelitian didapatkan dukungan sosial teman sebaya positif sebanyak 52,3% dan negatif sebanyak 47,7%, kecemasan normal sebanyak 65,1%, dan kecemasan klinis sebanyak 34,9%.Hasil uji mendapatkan nilai signifikan $0.002 < (0,005)$ maka H_a diterima yang berarti ada hubungan antara dukungan sosial teman sebaya dengan tingkat kecemasan pada siswa/siswi SMK Negeri 7 Kota Batam. Kesimpulannya dukungan sosial yang positif dari teman sebaya dapat menurunkan tingkat kecemasan. Saran dari penelitian ini diharapkan siswa/siswi dapat lebih memahami pentingnya dukungan sosial teman sebaya yang positif agar terhindar dari masalah kecemasan.

Kata Kunci : Dukungan Sosial Teman Sebaya, Tingkat Kecemasan, Remaja

INTRODUCTION

Adolescence is marked by a number of physical and psychological changes. Changes that occur in early to mid-adolescence can contribute to the emergence of anxiety in adolescents, for example physical changes that accompany puberty, socio-cognitive maturation, social interactions with peers (Kholifah, 2016).

Anxiety in adolescents is a fear of interacting with other people which can generate feelings of fear, judgment, judgment and low self-esteem. Teenagers who tend to make judgments between their own condition and the condition of other people who they consider as a comparison can give rise to feelings of anxiety in teenagers, because in making these judgments teenagers tend to rely on subjective assessments rather than objective assessments (Kholifah, 2016).

Based on data from the World Health Organization (WHO), in 2019, 301 million people in the world experienced anxiety disorders. In 2020, 16% of world health problems are related to mental health conditions in teenagers. Based on I-NAMHS data, anxiety in Indonesia will be 3.7% in 2022. Anxiety in Batam City is 521 people with screening results aged 15-18 years as many as 7,469 people in 2023 (Batam City Health Service, 2024).

Based on a preliminary survey conducted at SMK Negeri 7 Batam City by interviewing BK teachers, teachers on duty at UKS, PMR officers and 30 students. The results showed that many students visited UKS every month with symptoms of anxiety with different physical characteristics, including: weakness, dizziness, nausea, stomach ache, shaking, chills, chills, sensitivity, shortness of breath and fainting. Then students also experienced anxiety problems with behavioral and cognitive characteristics,

students explained that they had experienced anxiety with symptoms that were different from the perceptions they felt. Students explained the factors that caused this anxiety, including; family, friends, and school activities.

Anxiety or in English "anxiety" comes from the Latin "angustus" which means stiff, and "ango, anci" which means to strangle. The definition of anxiety according to Nevid, Rathus and Greene (2005) explains that anxiety is an emotional state that has characteristics such as physiological arousal, unpleasant feelings of tension, and feelings of apprehension or a state of worry that complains that something is wrong. something bad is about to happen which is accompanied by physical sensations that warn people of impending danger (Ezra, et al, 2023).

Social environmental factors include: Exposure to threatening or traumatic events, observing fear responses in others, lack of social support, biological factors including: genetic vulnerability, abnormal neurotransmitter function, abnormal brain pathways, behavioral or behavioral factors include: installation of aversive stimuli and stimuli previously neutral, cognitive and affective factors include: unresolved psychological conflicts, feelings of fear, feelings of anxiety, signaling incorrect body attributions, low self-efficacy.

The tool used to measure anxiety is the Revised Children's Manifest Anxiety Scale (RCMAS). RCMAS is used to assess the degree and quality of anxiety in children and adolescents aged between 6 and 19 years. This questionnaire has clinical purposes (diagnosis and treatment evaluation), educational environment, and for research purposes (Ernia, 2018).

Ways to overcome anxiety include the following: Self-control, support from family and friends can provide relief from anxiety, doing physical activities such as exercise will be very good for eliminating anxiety, getting enough sleep with six to eight hours of sleep at night can be restore freshness and fitness, listening to soft music can help calm thoughts and feelings, consuming foods that contain nutrients and vitamins is very good for maintaining health (Handayani, 2015).

Social support is one solution to overcome anxiety in students. Social support can come from parents or family, peers, and teachers. The social environment of friends at school has a greater influence in reducing anxiety in teenagers compared to other factors because teenagers depend more on peers than on parents or family and teachers. (Novrelia, 2019).

The role of peers is as a source of information about the world outside the family, a cognitive source for problem solving and acquiring knowledge, an emotional source for expressing self-expression and identity (Ernia, 2018). According to Sarafino, peer social support is support given to individuals by their peer group in the form of physical and psychological comfort so that the individual feels loved, cared for, appreciated as part of a social group. Having good support from friends causes individuals to be more open in expressing their feelings. (Adi & Rini, 2021).

RESEARCH METHODS
This research was conducted at SMK Negeri 7 Batam City in 2024 from 31 July to 2 August 2024. The design of this research was analytical correlation with a cross-sectional approach. The population in this study was 645 students from class XII at SMK Negeri 7 Batam City. The sample was taken using the Stratified Random Sampling technique, the sample size was calculated using the Slovin formula and the results obtained were 86 female students.

The independent variable in this research is social support from peers, while the dependent variable in this research is the level of anxiety. The instrument in this study used the RCMAS questionnaire and peer social support which were filled in by respondents.

Data analysis uses univariate analysis to determine the frequency distribution of independent or dependent variables and bivariate analysis to see the relationship between independent and dependent variables. Data analysis was processed using SPSS version 27 with the Chi Square test. This research uses data collection techniques which include 3 stages which include preparation for implementation and the final stage.

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RESULTS AND DISCUSSION
1. Research Results

Based on the results of research entitled "The Relationship between Peer Social Support and the Level of Anxiety in Students at SMK Negeri 7 Batam City in 2024". Respondent frequency distribution data was obtained based on research results, as follows:

    A. Univariate analysis in this study includes peer social support and anxiety levels. The results of the univariate analysis obtained in this study are as follows:

    B.

Table 4.1

Frequency Distribution Based on Social Support from Peers of Class XII Students at SMK Negeri 7 Batam City

Peer social support	Frequency (*f*)	Percentage (%)
Positive	45	52.3%
Negative	41	47.7%
Total	**86**	**100%**

In table 4.1 it can be seen that of the 86 respondents, 45 respondents (52.3%) had positive peer social support and 41 respondents (47.7%) had negative peer social support.

Table 4.2

Frequency Distribution Based on Anxiety Levels of Class XII Students at SMK Negeri 7 Batam City

Anxiety	Frequency (*f*)	Percentage (%)
Normal	56	65.1%
Clinical anxiety	30	34.9%
Total	**86**	**100%**

In table 4.2 it can be seen that of the 86 respondents, there were 56 respondents with normal anxiety (65.1%) and 30 respondents with clinical anxiety (34.9%).

B. Bivariate Analysis

    Bivariate analysis is used to identify the relationship between two variables, namely the independent variable and the dependent variable. In this analysis, two measurements are taken for each observation. This bivariate analysis aims to determine the relationship between two variables, namely the independent variable (peer social support) and the dependent variable (anxiety level). Bivariate analysis in this study was carried out using the Chi-Square Test.

Table 4.3
The relationship between peer social support and students' anxiety levels at SMK Negeri 7 Batam City

	Anxiety					P-Value
	Normal		Clinical anxiety	Total		
Peer social support	*f*	**%**	**%**	*f*	**%**	
Positive	36	41.9	10.5	45	52.3	
Negative	20	23.3	24.4	41	47.7	0.002
Total	**56**	**65.1**	**34.9**	**86**	**100.0**	

In table 4.3 it can be seen that of the 45 respondents (52.3%) who received positive peer social support with normal anxiety there were 36 respondents (41.9%) and those who received positive peer social support with clinical anxiety were 9 respondents (10.5%) , and of the 41 respondents (47.7%) who received negative peer social support with normal anxiety, there were 20 respondents (23.3%) and those who received negative peer social support with clinical anxiety were 21 respondents (24.4%) .

The test results using Chi-Square showed a p-value of 0.002. Because the significant value is 0.002 < (0.005), Ha is accepted, which means that there is a relationship between social support from peers and the level of anxiety in students at SMK Negeri 7 Batam City.

DISCUSSION
A. Peer social support
Based on the research results, it was found that of the 86 respondents studied, the frequency of respondents who received positive peer social support was 45 respondents (52.3%). This shows that students at SMK Negeri 7 have good relationships with their peers at school. Positive social support is felt by students from their peers, because when students experience changes due to puberty, there is social support from their friends in the form of emotional support and information support through searches on social media and the internet. Because the researchers saw that all students at the school had smartphones which at any time could make it easier for them to communicate with other people and easily get information.

According to researchers' assumptions, positive peer social support can provide opportunities for adolescents to learn in new social environments, build and strengthen social abilities and experiment with different self-identities and social roles.

Good peer social support is characterized by support and sharing of thoughts, feelings and behavior where adolescents can strengthen self-confidence and build hope for the future.

From the research results, it was also found that 41 respondents (47.7%) had negative peer social support. This shows that several students at SMK Negeri 7 also have poor relationships with their peers at school.

According to researchers' assumptions, social support is negative when there is

criticism, domination, exclusion, pressure and conflict in adolescents. Students who receive unfavorable, unpleasant treatment and negative assessments and even rejection from peers will feel low self-esteem, lack self-confidence, feel afraid to do something, do not feel calm, safe and comfortable around their peers, as seen by researchers during the research process, there were several students who did not want to share information about what they felt, meaning that the respondents preferred to be alone.

B. Anxiety Level

Based on the research results, it was found that of the 86 respondents who were the research sample, there were 56 respondents with normal anxiety (65.1%). This shows that only a few students at SMK Negeri 7 experienced this. clinical anxiety.

The anxiety felt by students is in the form of physical anxiety such as weakness, dizziness, nausea, stomach ache, headache, shaking, chills, chills, sensitivity, shortness of breath and even loss of consciousness. Students who feel the symptoms of anxiety will come to the UKS room, and will receive direct treatment. Students also experience anxiety with cognitive symptoms in the form of worry about other people's judgment, fear of doing something, such as fear of speaking in front of the class, fear of their actions offending other people's feelings or even disturbing other people, fear of being scolded by parents and teachers, afraid when facing exams, afraid of not going to class and anxious when something doesn't go according to one's wishes.

According to researchers' assumptions, anxiety is a natural condition felt by everyone, including students at the school. Students experience anxiety in the form of physical symptoms such as: sensitivity, shortness of breath to loss of consciousness, and cognitive symptoms in

the form of worry about other people's judgment, fear of doing something, such as being afraid to speak in front of the class, and anxiety when something doesn't go according to their wishes. This is due to a lack of knowledge about handling anxiety problems, but the presence of people around you can reduce these anxiety problems.

From the research results, there were also 30 respondents (34.9%) with clinical anxiety. This shows that several students at SMK Negeri 7 experience clinical anxiety. Students who experience clinical anxiety will experience obstacles in their development and growth. Students who complain about having difficulty sleeping and even being awake all night, due to the many activities during the day, there are school assignments that have not been completed, there are conflicts with parents and conflicts. with friends who make him anxious and think about him continuously, thus disrupting his activities.

According to the researchers' assumptions, students who experience clinical anxiety in the form of continuous anxiety and feelings of fear, making it difficult to sleep and even stay up all night, have difficulty concentrating at school, will experience obstacles in their development and growth, and can interfere with their activities. Students experiencing clinical anxiety should understand the causes of the anxiety they are experiencing, tell their problem to someone they trust, and ask for help from adults who can solve the problem, including parents and teachers.

C. Relationship between Peer Social Support and Level of Anxiety

Based on the research results, it was found that of the 45 respondents (52.3%) who received positive peer social support with normal anxiety there were 36 respondents (41.9%) and 9 respondents received positive peer social support with clinical anxiety. (10.5%). This means that students

who receive positive peer social support are mostly normal students. Students who receive social support in the form of emotional support, appreciation, information and social networks provided by peers can help overcome feelings of anxiety and fear. experienced. This is because when students are facing anxiety, they will tell their friends about their problems, because their friends understand them better and can handle their problems well. This means that positive social support from peers can reduce anxiety levels.

From the research results, results were also obtained from 41 respondents (47.7%) who received negative peer social support with normal anxiety as many as 20 respondents (23.3%) and who received negative peer social support with clinical anxiety as many as 21 respondents (24.4%). This means that respondents who received negative peer social support mostly experienced clinical anxiety.

This is because students who receive unfavorable, unpleasant treatment and negative assessments and even rejection from peers will feel low self-esteem, lack self-confidence, feel afraid to do something, do not feel calm, safe and comfortable. If a teenager continues to experience this condition, it will hinder his psychological development. Students have peers but their peers have a bad influence, which will cause confusion and anxiety. This means that peers not only provide positive but also negative social support, which ultimately makes students experience constant anxiety and ultimately causes clinical anxiety.

Based on the test results using Chi-Square, it shows a p value of 0.002. From the research results of the 86 respondents who were the research sample, the significant value was 0.002 < (0.005), so Ha was accepted, which means that there is a relationship between peer social support and anxiety levels, the higher the positive peer social support, the higher the normal score for students/ student of SMK Negeri 7 Batam City.

The results of this research are in line with research conducted by Novrelia Nityassari in 2019 regarding the relationship between peer social support and anxiety levels in adolescents, with significant results, namely P-Value 0.017 < 0.05, which means there is a relationship between peer social support and the level of anxious.

CONCLUSIONS AND RECOMMENDATIONS

1. Based on the results of research that has been examined by researchers with a total of 86 respondents regarding the relationship between peer social support and anxiety levels among students at SMK Negeri 7 Batam City in 2023, it can be concluded as follows:
   a. The majority of respondents were in the positive peer social support category, 45 respondents (52.3%).
   b. The majority of respondents were in the normal anxiety category, 56 respondents (65.1%).
   c. There is a significant relationship between social support from peers and the level of anxiety among students at SMK Negeri 7 Batam City. The test results using Chi-Square showed a P-Value of 0.002.
2. Suggestions
   a. For Respondents
      From this research, it is hoped that students can better understand the importance of positive peer social support in order to avoid anxiety problems.
   b. For Educational Institutions SMK Negeri 7 Batam City
      It is hoped that it can increase insight and knowledge, so that it can provide education and guidance to students regarding the importance of positive peer social

support to overcome anxiety problems.
c. For Educational Institutions
It is hoped that it can add references and reading materials for students in the library of the Faculty of Health Sciences, Batam University, so that it can increase readers' knowledge.
d. For Further Researchers
For future researchers, it is hoped that it can become a reference for future researchers. It is expected to research using different samples and tests.

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