

The Effect Of Family Social Support On Anxiety In Facing The Workplace In Fresh Graduates

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Abstract: Entering the workforce is a challenge fresh graduates face after graduating from college. Rising unemployment and increasingly fierce competition contribute to anxiety in fresh graduates, making social support from family, as their closest relatives, essential. This study aims to examine the effect of family social support on anxiety in facing the workplace in fresh graduate students. This study used a quantitative method with a purposive sampling technique and involved 124 respondents: fresh graduate students aged 21–25, graduated less than six months ago, and had no work experience. The results showed a significance value of 0.000 ($p < 0.010$), with a contribution of 24,5%. Based on these results, the hypothesis is accepted: there is a very significant effect of family social support on anxiety in facing the world of work in fresh graduate students.

Keywords: Anxiety, Family Social Support, Fresh Graduate Students

INTRODUCTION

A student is someone who is pursuing higher education at an institution of higher learning, such as a college, academy, or, most commonly, a university. The word “student” comes from two words with different meanings: “Maha,” which represents the highest level of student, and “Siswa,” which means a student at a certain level of education (Rizki, 2018). According to Sagita, Hami, and Hinduan (2020), a fresh graduate is someone who has just completed and graduated from a bachelor's degree program and does not yet have any previous work experience. According to Syifa'unnisa and Hermansah (2022), a fresh graduate is someone who has just graduated from a college or university with a diploma or bachelor's degree within a period of less than 6 months since being declared graduated from the college or university.

As reported by kumparan.com (2024), written by Vitalia, unemployment among fresh graduate students has become a major issue in recent times. As many as 13.33% of university graduates are unemployed or still unemployed, and this number continues to increase every year. Although fresh graduates have good academic abilities, many of them do not have sufficient experience. The lack of soft skills and hard skills required in the world of work makes fresh graduates unprepared to face the world of work.

According to databoks.com (2023) written by Kusnandar, based on the National Labor Force Survey by the Central Statistics Agency (Sakernas BPS), the number of open unemployment in Indonesia reached 8.43 million people in August 2022. The number of unemployed university graduates was 7.99%. According to databoks.com (2021), as reported by Pahlevi, in August 2021, the number of unemployed university graduates was 5.98%, which means there was an increase in the number of unemployed people in

approximately one year. An increase in the number of unemployed people without a corresponding increase in the number of job opportunities can certainly make competition fiercer among university graduates to obtain decent jobs that are in line with their academic fields of study. This competition can undoubtedly cause anxiety among fresh graduates when they have not yet found a job that suits their desires.

According to umm.ac.id (2023) written by Albar, anxiety can also arise in fresh graduate students when they are looking for and applying for jobs. Fresh graduate students tend to feel anxious when conducting job interviews due to their lack of soft skills, such as public speaking skills, the ability to work with others, lack of experience in organizing, and fear of starting something new. According to serikatnews.com (2023), Zidni states that uncertainty about success in the workplace, intense competition in the job market, and high expectations from the surrounding environment can cause anxiety in a person. Anxiety is a response to real or perceived threats. Individuals may feel anxiety due to uncertainty about the future. Anxiety can develop and persist in an individual if there is an excessive feeling of fear (Lubis, 2009).

According to kumparan.com (2024), the world of work is also referred to as the work environment or professional environment. Working is generally an activity that a person does to earn an income. Therefore, the world of work can be defined as a place where a person carries out activities to earn an income. According to Rizki and Pasaribu (2021), anxiety about entering the world of work is a feeling of worry that a person experiences when they are about to enter the world of work. This anxiety is usually experienced by individuals who have just completed their university education or are fresh graduates and have a desire to find a job that matches their educational background. Anxiety about entering the world of work is an unpleasant feeling experienced by an individual and can be accompanied by physical reactions when the individual feels threatened by the challenges they will face in the environment where they gather to work.

Quoted from liputan6.com (2024), according to Verianty, one way to deal with periods of anxiety is to seek social support from friends, parents, family, or professionals such as therapists or counselors to gain a new perspective and emotional support. Social support can come from various sources such as partners, family, relatives, doctors, or the surrounding community (Sarafino & Smith, 2011). People who live with social support believe that they are loved and valued by those around them. Social support has a therapeutic effect on people with mental illness because it can overcome loneliness, a significant source of anxiety and depression (Yip, 2024).

Quoted from geotimes.com (2023), according to Hidayat, social support in the form of social networks and a supportive environment can make someone feel safe to express themselves and get help when facing emotional pressure. As reported by detik.com (2021), written by Wulandari, according to the secretary of the graduate program in the faculty of psychology, Dr. Imelda Ika Dian Oriza, M.Psi, the role of the family at home is as a place for individuals to talk about their anxieties. The family plays an important role in the career process of a fresh graduate student. The support and enthusiasm provided by the family to fresh graduate students who are looking for work greatly influence their confidence in applying for jobs. Although there are many other competitors when applying for jobs, receiving support from loved ones while searching for work can instill a sense of determination within the individual.

This study was conducted based on previous studies that had the same variables in terms of research themes but differed in terms of criteria and subjects used. Research conducted by Sitompul, Farradinna, and Fadhliha (2020) found that there was a significant negative relationship between family social support and anxiety. This proves that the higher

the family social support received, the lower the anxiety experienced by individuals. The next study, conducted by Anggara, Mayawati, and Khairinnisa (2024), found that there is a significant negative relationship between family social support and anxiety. The next related research was conducted by Nugrahaningtyas, Wiyanti, and Priyatama (2014), which found a negative relationship between family social support and anxiety.

Based on the results of previous related studies, it can be concluded that there is a negative relationship between family social support and anxiety, whereby the higher the family social support received, the lower the anxiety felt.

RESEARCH METHOD

The population in this study consisted of fresh graduate students. The sampling technique used in this study was purposive sampling. The characteristics of the sample in this study were fresh graduate students who had graduated from college less than 6 months ago and had never interned or had any work experience. The number of participants in this study was 124.

The variables used in this study are independent variables (X), namely family social support, and dependent variables (Y), namely anxiety. The scale used to measure the anxiety variable in this study was adapted and modified from Assabiq'a's (2022) study based on the aspects of anxiety according to Greenberger and Padesky (1995), namely physical reactions, behavior, cognition, and mood. Meanwhile, the scale used to measure the family social support variable in this study was adapted and modified from Sepfitri's (2011) research based on the aspects of social support according to Sarafino (1994), namely emotional support, appreciation support, instrumental support, information support, and social network support. There are 47 items in variable X and 35 items in variable Y. The scale model used in this study is a Likert scale with favorable and unfavorable statements with four alternative answers, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). The scores for favorable statements range from 1 to 4, where 1 is strongly disagree and 4 is strongly agree. For unfavorable statements, the scores are reversed. The reliability score used in this study is limited to 0.250.

In this study, data were collected using questionnaires distributed directly. The validity test used in this study was content validity, taking into account expert judgment. The reliability test used in this study was Cronbach's Alpha technique. The data analysis technique used in this study was simple regression analysis using SPSS version 25 for Windows.

RESULT AND DISCUSSION

Based on the analysis results, on the anxiety scale, there were 6 items that were discarded, leaving 29 valid items. Then, on the family social support scale, there were 4 items that were discarded, leaving 43 valid items. The reliability results for the anxiety variable were 0.879, and the reliability results for the family social support variable were 0.939. The results can be seen in the following table 1 and table 2.

Table 1. Reliability of the Anxiety Scale

Cronbach's Alpha	Number of Items
0,879	29

Table 2. Reliability of the Family Social Support Scale

Cronbach's Alpha	Number of Items
0,939	43

Then, in the normality test, the data on the anxiety scale was not normally distributed with a significance value of 0.009. The normality test results for the family social support scale showed that the data was normally distributed with a significance value of 0.200. The results can be seen in the following table 3.

Table 3. Normality Test

Variable	Kolmogorov-Smirnov (sig.)	p	Description
Anxiety	0,009	$p \geq 0,050$	Distributed Abnormal
Family Social Support	0,200	$p \geq 0,050$	Normally Distributed

The linearity test showed that the data for the family social support variable on anxiety was linear with a significance value of 0.000. The results can be seen in the following table 4.

Table 4. Linearity Test

Variable		Sig.
Family social support	<i>Linearity</i>	0,000
for anxiety	<i>Deviation from Linearity</i>	0,004

Based on the hypothesis testing that has been carried out using simple regression testing techniques, the results show a significance value of 0.000 ($p < 0.010$). Therefore, the proposed hypothesis is accepted, namely that there is a very significant influence of family social support on anxiety in facing the world of work among fresh graduate students. Based on these results, an R-square value of 0.245 was obtained, meaning that family social support influences anxiety by 24.5%. The remaining 75.5% is influenced by other variables outside the scope of this study. The results can be seen in the following table 5.

Table 5. Hypothesis Test Results

Variable	R	R Square	Sig.	Description
Family social support and anxiety	0,495	0,245	0,000	Hypothesis accepted

This is in line with the research conducted by Syafitri (2015), which found that there is a very significant effect between family social support and anxiety. Another study conducted by Hafsa and Ama (2024) states that family social support is one of the factors that contributes to reducing anxiety. Based on the calculation results, the empirical mean of anxiety in facing the world of work among 124 respondents was in the moderate category with a value of 70.97. These results indicate that the respondents in this study, namely fresh graduate students, experienced anxiety when facing the world of work. This is in line with the research conducted by Zwagery (2021), in which 23 respondents who were recent graduates experienced anxiety related to facing the world of work. In addition, the results of this study are also in line with research conducted by Swift, Cyhlarova, Goldie, and O'Sullivan (2014), which found that respondents who had just completed their college education experienced anxiety about the future, especially anxiety about employment.

Based on the calculation results, the empirical mean of family social support among 124 respondents was in the high category with a value of 133.27, which means that the respondents, namely fresh graduate students, received sufficient assistance, both emotional and physical, from their families. This is in line with research conducted by Sitompul et al. (2020), in which 37.5% of the research respondents received high-category family social support. Of course, the presence of family and the social support provided can make individuals confident when competing in the world of work.

The results of the descriptive analysis of respondents based on age show that respondents aged 21-23 and 24-25 are in the moderate category. The empirical mean anxiety score for respondents aged 21-23 is higher than that for respondents aged 24-25. This is because the age range of 21-23 falls within the early adulthood stage of development. Ajhuri (2019) states that early adulthood is the stage for individuals aged 21-40 years, and one of the tasks they face is starting work and building a career. This is also in line with the research conducted by Anggini and Syarqawi (2023) that when individuals enter the age of 20 (early adulthood), they usually already have a vision of the future regarding what they will do. At that age, individuals also begin to experience a crisis characterized by confusion, indecision, and anxiety in their lives.

The results of the descriptive analysis of respondents based on gender show that male and female respondents fall into the moderate category. The empirical mean anxiety score for women is higher than that for men. This is in line with research conducted by Lestari (2017) that differences in roles, functions, tasks and responsibilities, as well as positions between men and women, both directly and indirectly, have led to injustice. The many demands felt by women cause tension and psychological distress, which ultimately lead to anxiety and fear.

The results of the descriptive analysis of respondents based on their majors show that respondents majoring in social sciences, natural sciences, and education fall into the moderate category. The empirical mean anxiety scores for education majors are higher than those for social sciences and natural sciences majors. This is in line with the research conducted by Maharani, Husna, Darmawanti, Julian, and Alawiyah (2025) that as new graduates from the education major, their relatively young age and lack of experience pose

challenges for fresh graduates in this major. The existence of internal and external problems that teachers must face causes prospective educators to experience psychological burdens.

The results of the descriptive analysis of respondents based on who they currently live with show that respondents who live with their immediate family, one parent only, and other family members fall into the moderate category. The empirical mean anxiety scores of respondents living with other family members were higher than those living with their immediate family or one parent only. This is in line with research conducted by Mukminah, Hirlan, and Hasanah (2022), which found that the transition from being cared for by the immediate family to other family members outside the immediate family has a negative impact on an individual's psychological development. This is because a family consisting of parents and siblings is the first place of learning before receiving formal education in the outside environment. When individuals lack or even do not receive affection from their first place of learning, they will grow up with emotional feelings, restlessness, and even become vulnerable to psychological problems such as trauma, stress, depression, fear, and prolonged anxiety.

The results of the descriptive analysis of respondents based on their current place of residence show that respondents living in housing complexes, rural areas, and villages fall into the moderate category. The empirical mean anxiety scores of respondents living in villages are higher than those of respondents living in housing complexes and rural areas. Based on research conducted by Ishaq, Mubassir, Arifin, Saiful, and Prasetya (2025), the stunted growth and development of communities in village environments is due to the large number of people with low socioeconomic backgrounds, difficulty accessing education due to financial constraints, and a lack of information available to the community. The educational gap between urban and village areas results in low levels of knowledge among the community, one example being knowledge about mental health.

CONCLUSION

Based on the results of the study, it can be concluded that the hypothesis proposed in the study is accepted, namely that there is a very significant influence of family social support on anxiety in facing the world of work among fresh graduate students which means that the higher the level of social support received from the family, the lower the anxiety felt by fresh graduate students.

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