

Original Research Paper

The relationship between social support and religiosity on psychological well-being in final year students

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Abstract

A person is considered as a university student when they enter a college or university. The hardest phase of being a university student is when they enter their final semester because they start working on their final assignments. As final year students in college, they certainly have pressure. The purpose of this study is to determine the effect of social support and religious beliefs of final year students on their psychological well-being. This study employed a quantitative approach with an emphasis on correlation through the distribution of questionnaires. The sample population of this study consisted of final year students, who were usually between 20 and 24 years old. A total of 120 participants were selected for the survey through the nonprobability sampling method. When analyzing the data, the assumption test was used. In this study, the variables of social support, religiosity, and psychological well-being were tested for their hypotheses. The results of the study showed a significance level of $0.000 < 0.05$. The r square value of psychological well-being gave an effective contribution of 61.55%, and the r square value of psychological well-being gave an effective contribution of 9.55% when combined with social support indicated a strong relationship, which means that there is a relationship between social support and psychological well-being in final year students, but there is no relationship between religiosity and psychological well-being in final year students.

Keywords: final year students; psychological well being; religiosity; social support

1. Introduction

According to Kristiningsih (2022), education is a social process in which students' perspectives and actions are shaped through interaction with adults. In Higher Education in Indonesia (PT), the term "*Mahasiswa*" is changed to "*Mahasiswa*" (Student); it is after completing an academic program at an accredited institution and a person is considered a student. Wahyudi (2019) stated that the average length of time a student spends in college is three to four years. Today's students have an important role in society as agents of change, social controllers, fortresses, and moral strengths, among four other important functions. Students have several phases, the most difficult phase is in the final semester, students in their final year of college are usually between 20 and 24 years old, when they have reached the early adult development stage mentally. This is supported by data from the Indonesian Police, quoted from Kompasiana, from January to July 2023 there were 663 cases of final year students committing suicide or three cases in one day, such as the case that occurred in the city of Yogyakarta, a final semester student with the initials NB (22 years old) committed suicide in her boarding room; many speculated that this student was stressed facing their final assignments, and many say that the mentality of final year students is chaotic, especially if there are no friends to talk to or get social support from people around them, they will definitely feel down. Universitas 'Aisyiyah Yogyakarta, formerly known as Stikes 'Aisyiyah Yogyakarta, changed its name to 'Aisyiyah Yogyakarta on March 10, 2016, and is one of the private universities in the Special Region of Yogyakarta. It has accreditation B (Good),

according to (Wikipedia, 2023) This campus was established on June 6, 1991 and accommodates 2,498 students from various majors. If students enter their final semester, the problems faced in college tend to be more than those faced by new students.

From the results of interviews with five students from various study programs at Universitas 'Aisyiyah Yogyakarta on Thursday, 02/11/2023, from 18.15-19.45 WIB, it showed that students from the 2019, 2020, and 2019 classes have many things to feel. They face family problems, friendship problems, online thesis preparation and guidance, and final assignment preparation; and those of course require social support from close friends, friends, family, and their community so that all their assignments can be completed on time. In addition to social support, religiosity also plays a role because it is a person's inner condition that forces them to behave in accordance with their conformity with religious principles. As previous research written by Alawiyah, et al., (2022) with the title "*Pengaruh dukungan sosial terhadap kesejahteraan psikologis pada mahasiswa semester akhir - The influence of social support on psychological well-being in final semester students*", the results show that social support has a great influence on final semester students because it provides positive energy, good psychological well-being, reduces depression, and final semester students are more confident in completing their thesis. In addition, Religiosity is also defined as a person's internal tendency to act in accordance with their adherence to religious beliefs (Utomo, 2020). Some internal elements that influence religiosity come from heredity, personality, age level, psychological conditions within a person; while external factors come from the family environment, educational factors and community environment (Dwi Fitri, 2023). The religiosity of final year students greatly influences their mental health. Those who are highly religious tend to be happier, healthier, and more satisfied overall than those who are less religious. As research has shown by Derang et al., (2023) with the title "*Hubungan Spiritualitas dengan Psychological Well-being pada Siswa SMP Swasta Assisi Medan Tahun 2022 - The Relationship between Spirituality and Psychological Well-being in Private Middle School Students of Assisi Medan in 2022*", that the spirituality of Assisi Medan Middle School students could be classified as high and Psychological Well-being in Private Middle School Students of Assisi Medan could be classified as moderate; and there is a relationship between spirituality and Psychological Well-being in Private Middle School Students of Assisi Medan in 2022. Based on the previous researches, it is relevant to conduct a research to determine "The relationship between social support and religiosity on the psychological well-being of final year students".

2. Research Methods

2.1.Type of Research

The data for this study were taken from a questionnaire, and this study was quantitative with an emphasis on correlational research. This study consisted of three variables, each of which was Psychological Well Being as the dependent variable (Y), Social support was the independent variable (X1) and Religiosity was the independent variable (X2).

2.2.Sampling Techniques

Sugiyono (2015) states that in a research, population is defined as a collection of items or individuals selected because of the similarity of quantity and certain characteristics determined by the author to be studied and then drawn conclusions. The population of this study were final year students from Universitas 'Aisyiyah Yogyakarta. According to Roflin et al., (2021) The sample is seen as an integral component of the population. There are two possible readings of this line. First, there must be a random process of selecting the sample. Second, the sample is a representation of the population in a

smaller form, or an estimate of the population. Third, the researchers use the sample to select a small number of items or people from a larger population for study (Firmansyah & Dede, 2022).

In this study, researchers reviewed 120 final year students aged 20 - 24 years at Universitas 'Aisyiyah Yogyakarta. In this study, the tools and materials used a questionnaire distributed through Social Media such as WhatsApp, Instagram, and Telegram.

2.3.Respondent Criteria

The authors conducted a study on the characteristics of respondents according to gender, age, academic program, and study program. These results are based on information collected from a survey conducted on final year students at Universitas 'Aisyiyah Yogyakarta.

Table 1. Respondent Characteristics Based on Age

No	Age	Total	Percentage (%)
1	20 years old	20	17%
2	21 years old	22	18%
3	22 years old	38	32%
4	23 years old	28	23%
5	24 years old	12	10%
	Total	120	100%

From the above responses which are grouped by age, it is dominated by students aged 22 years, totalling 38 respondents and a percentage of 32%.

Table 2. Respondent Characteristics Based on Gender

No	Gender	Total	Percentage (%)
1	Female	85	71
2	Male	35	29
	Total	120	100

Of the total 85 respondents, 71% were female students, in accordance with the gender-based criteria above.

Table 3. Respondent Characteristics Based on Faculty

No	Jenis Kelamin3	Total	Percentage (%)
1	Faculty of Health Sciences (FIKs)	32	27
	Faculty of Economics, Social Sciences and Humanities		
2	(FEISHum)	63	53
3	Faculty of Science and Technology (FST)	25	21
	Total	120	100

Among the respondents above, those from the Faculty of Economics, Social Sciences and Humanities were the most dominant with a total of 63 respondents, or 53% of the total percentage.

Table 4. Respondent Characteristics Based on Study Program

No	Study Program	Total	Percentage (%)
1	D3 Midwifery	6	5
2	D3 Radiology	4	3
3	D4 Medical Laboratory Technology	3	3
4	D4 Anesthesiology Nursing	3	3

No	Study Program	Total	Percentage (%)
5	S1 Nursing	8	7
6	S1 Physiotherapy	4	3
7	S1 Nutrition	4	3
8	S1 Midwifery	6	5
9	S1 Accounting	8	7
10	S1 Management	17	14
11	S1 Public Administration	4	3
12	S1 Communication Science	9	8
13	S1 Psychology	20	17
14	S1 Architecture	6	5
15	S1 Biotechnology	9	8
16	S1 Information Technology	9	8
Total		120	100

In the characteristics of respondents based on the study program above, it was dominated by psychology study program students with a total of 20 respondents and a percentage of 17%.

2.4.Data Processing Method

Initially, the five research participants were observed and interviewed to collect data. The researcher used a questionnaire to obtain data by asking respondents to fill in comments or questions given (Sugiyono, 2019). Through the use of questionnaires, researchers can collect data on the characteristics, behaviors, views, values, attitudes, and perceptions of respondents. Simply put, researchers can evaluate different results through the use of questionnaires, then researchers test the results of the questionnaire data using several tests below:

2.4.1.Validity and Reliability Test

An instrument cannot be used directly, but must first be tested for validity. This should be done to prove that the instrument used to measure something is valid and suitable for use according to (Maulana, 2022). Therefore, the validity test was conducted before the research conducted. In addition, to test the reliability of the scale, SPSS for Windows and Cronbach's alpha test technique can be used, according to (Sugiyono, 2015).

2.4.2.Normality Test

Normality Test was applied to find out whether the data used in the study comes from a normally distributed population. For the purposes of this study, the normality test was calculated using the Kolmogorov Smirnov test. A sig value (p-value) that is greater than the significance threshold (0.05) indicates a normal data distribution, according to (Adiputra et al., 2021).

2.4.3.Multicollinearity Test

Multicollinearity test is employed to determine whether or not there is a significant degree of correlation between independent variables in a multiple linear regression model. There is fraud to the relationship between independent and dependent variables if there is a significant degree of correlation between the two, according to (Nikolaus, 2019).

2.4.4.Multiple Regression Analysis Test

Multiple regression analysis is a tool for predicting changes in the value of a variable as a function of changes in other variables, according to Sugiyono (2019) when researchers have data from multiple linear regression, they can test classical assumptions and hypotheses. Classical assumption tests include

things like normality, multicollinearity, and linearity. When developing a regression model, it is important to ensure that the data follows a normal or very close to normal distribution. Data that does not conform to a normal distribution must be transformed before processing.

2.4.5. Determination Analysis (R Square)

To show the extent to which variable X affects variable Y, determination analysis should be performed. The proportion of independent variables that affect the dependent variable at the same time is found using this methodology, according to (Mardiatmoko, 2020)

3. Results and Discussions

3.1. Results

3.1.1. Validity and Reliability Test

The findings of the construct validity test that tested the relationship between social support, religiosity, and psychological well-being showed that the 21 statement items included in the Social Support construct were valid because the calculated r value was greater than the table r value. Because the calculated $r > \text{table } r$ (0.300), then the nineteen elements in the religiosity construct can be considered valid. Based on the calculated r value $> \text{table } r$, there are 23 elements that are considered acceptable for the concept of psychological well-being.

Table 5. Reliability Test of Social Support, Religiosity and Psychological Well Being

Variable	Cronbach's Alpha	Information
Social Support	0.966	Reliable
Religiosity	0.951	Reliable
Psychological Well-being	0.922	Reliable

With a Cronbach's alpha of 0.966, the Social Support construct is considered reliable, according to the data in table 5, which displays the results of the reliability test. With a Cronbach's alpha of 0.951, the Religiosity construct is considered reliable. Because the concept of Psychological Well-being has a Cronbach's alpha of 0.922.

3.1.2. Normality Test

The Normality Test is designed to determine whether the sample population is normally distributed. The table below shows that there is a significance level of 0.102 in the three variables of social support, religiosity, and psychological well-being. The residual value is considered normally distributed if the p value is greater than 0.05.

Table 6. Normality Test

Variable	KS-Z Score	Sig (p)	Information
Social Support	1.215	0.102	Normally Distributed
Religiosity			
Psychological Well-being			

In Table 6, the significance level greater than 0.05 indicates that the residual value does not conform to the normal distribution. The residual value follows a normal distribution as indicated by a significance value of $0.102 > 0.05$ for the normality test. Both sample and population data in the study follow a normal distribution as seen above.

3.1.3. Multicollinearity Test

Multicollinearity testing can be carried out using various methods, such as through VIF and Tolerance, if VIF <10 or Tolerance value > 0.01 then it is stated that there is no multicollinearity.

Table 7. Multicollinearity Test

Variable	Tolerance	VIF	Information
Social Supports (X ₁)	0.291	3.435	Multicollinearity did not happen
Religiosity (X ₂)	0.291	3.435	Multicollinearity did not happen

It can be concluded that the tolerance value achieved is 0.291 > 0.100 and the VIF value is 3.435 from the findings of the Multicollinearity Test shown in table 7 above. Thus, the regression model does not show multicollinearity, which means there is no perfect relationship between the independent variables in the regression model.

3.1.4. Determination Coefficient Test Results (R Square)

In this research's multiple regression, the determination coefficient used is Adjusted R Square and is accompanied by a T-test and calculation of Effective Contribution (SE).

Table 8. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	0.843	0.711	0.706	6.497

In Table 8, the number 0.711 or 71.1% is the R Square value. Based on the coefficient of determination, the psychological well-being variable can be explained by 71.1% by combining the social support variable (X₁) with religiosity (X₂), while the remaining 28.9% can be explained by other factors.

3.1.5. T Test

Table 9. T Test Results

Variable	Koefisien Perbedaan (t)	Sig (p)	Information
Social support	7.939	0.000	Very significant
Religiosity	1.394	0.166	Not significant

In Table 9, it is explained that the hypothesis obtained from this study is H1 Significance value (Sig) 0.000 or <0.05, then there is a relationship between the social support variable and psychological well being (Y) or the hypothesis is accepted. In addition, H2 Significance value (Sig) 0.166 or > 0.05, then there is no relationship between the religiosity variable and psychological well being (Y) or the hypothesis is rejected.

Table 10. Effective Contribution Calculation

Component	B	Cross Product	Regression
Social support	0.896	11713.917	12123.608
Religiosity	0.155	10521.392	

- SE Social Support (X₁)

$$\frac{0.896 \times 11713.917 \times 0.711}{12123.608} \times 100\% = 61.55\%$$
- SE Religiosity (X₂)

$$\frac{0.155 \times 10521.392 \times 0.711}{12123.608} \times 100\% = 9.55\%$$

In Table 10, Social support (X1) provides an effective contribution of 61.55% to psychological well-being (Y), according to the calculation. On the other hand, worship effectively adds 9.55 percent to psychological health dimension Y. Thus, social support (X1) has a greater influence on psychological well-being (Y) than religiosity (X2). The overall SE achieved is 71.1%.

3.2. Discussions

The findings of this study link social support and religiosity with good psychological well-being. The classification of this study revealed that, in the multicollinearity test, the tolerance value achieved was $0.291 > 0.100$ and the VIF value was 3.435, so the regression model did not show multicollinearity, which means there is no perfect relationship between the independent variables in the regression model. Then in the hypothesis test H1 Significance value (Sig) 0.000 or < 0.05 , then there is a relationship between the social support variable and psychological well-being (Y) or the hypothesis is accepted. And H2 Significance value (Sig) 0.166 or > 0.05 , then there is no relationship between the religiosity variable and psychological well-being (Y) or the hypothesis is rejected. In addition, social support (X1) contributes 61.55% to psychological well-being (Y). Meanwhile, the religiosity variable contributes 9.55% of the total psychological health. Therefore, compared to religiosity (X2), social support (X1) is a more important factor influencing psychological well-being (Y). Because the total SE is 71.1%.

The statement above is in accordance with the findings of a study conducted by Pramudita (2021) entitled “*Hubungan antara Dukungan Sosial dan Psychological Well-being Mahasiswa Fakultas Ilmu Kesehatan Universitas Muhammadiyah Surakarta di Masa Pandemi COVID-19* - The Relationship between Social Support and Psychological Well-being of Students of the Faculty of Health Sciences, Universitas Muhammadiyah Surakarta during the COVID-19 Pandemic”, which has a correlation value (r) of 0.559 with $p = 0.00$ ($p < 0.05$) which means that there is a significant positive relationship between social support and psychological well-being of students. The results also show a t value of 3136 with $p = 0.002$ ($p < 0.05$) which means that psychological well-being was found to be higher in male students than female students at the Faculty of Health Sciences, Universitas Muhammadiyah Surakarta during the COVID-19 pandemic. In addition, the next finding taken from a study conducted by Pratama & Fikri (2023.) entitled “*Pengaruh Religiusitas Terhadap Psychological Well Being pada Mahasiswa yang Menyusun Skripsi di Universitas Negeri Padang* - The Influence of Religiosity on Psychological Well Being in Students Writing Theses at Padang State University”, the results obtained in the journal showed that religiosity plays a positive role in Psychological Well Being with an R^2 value of 0.42 ($p = 0.42 < 0.005$), meaning that religiosity has a significant effect on Psychological Well Being. From the two previous studies, it was shown that final year students should have adequate social support and religiosity so that their Psychological Well Being is good.

4. Conclusion

Based on the research, the researcher concluded that there is a relationship between social support and psychological well being in final year students of Universitas 'Aisyiyah Yogyakarta, because there is a positive relationship between social support and psychological well being in final year students at Universitas 'Aisyiyah Yogyakarta. However, there is no relationship between religiosity and psychological well being in final year students at Universitas 'Aisyiyah Yogyakarta, because there is a negative relationship between religiosity and psychological well being in final year students at Universitas 'Aisyiyah Yogyakarta. In addition, the next researcher can re-examine the relationship between religiosity and psychological well being among final year students.

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