

THE RELATIONSHIP BETWEEN SELF-EFFICACY AND FAMILY SOCIAL SUPPORT AND ANXIETY IN FACING THE WORLD OF WORK IN CLASS XII VOCATIONAL SCHOOL X STUDENTS

Baghas Arya Anggara¹, Lily Mayawati² & Adhila Khairinnisa³

email : baghas.arya@gmail.com¹, lilymayawati99@gmail.com², adhilakhairinnisa@gmail.com³

Faculty of Psychology

Program Study Masters of Psychology Profession

Persada Indonesia University Y.A.I. Street Jakarta INDONESIA

ABSTRACT

The aim of this research is to determine the relationship between self-efficacy and family social support and anxiety about facing the world of work in class XII students at SMK is the independent variable two. The population in this research is class XII students at SMK Based on the results of data analysis using bivariate correlation between the self-efficacy variable and anxiety about facing the world of work, it was obtained that $r = -0.223$ with $p = 0.047$, which means there is a negative relationship between the self-efficacy variable and anxiety about facing the world of work. The results of data analysis between the family social support variable and anxiety about facing the world of work obtained a correlation coefficient value of $r = -0.268$ with $p = 0.016$, which means there is a negative relationship between the family social support variable and anxiety about facing the world of work. Multivariate correlation in the regression test shows that the R Square coefficient of determination is 0.118 and based on the multivariate correlation regression, the correlation coefficient value is $R = 0.343$, and $p = 0.008$, which means there is a relationship between self-efficacy and family social support and prosocial intentions.

Keywords: Students, Anxiety in Facing the World of Work, Self-Efficacy, Family Social Support.

INTRODUCTION

The lack of job opportunities, which is inversely proportional to the number of job seekers, makes companies committed to looking for high quality human resources, so that individuals who do not have the high quality and competencies required by the company will have a greater chance of becoming unemployed.

Facing this reality, each individual tries to improve their respective competencies, one of which is through formal education. At the same level as high school, in Indonesia there are Vocational High Schools (SMK), which is a type of formal education that provides vocational education with an emphasis on knowledge, skills and expertise so that students are ready to enter the world of work (Gustimulya, in Hanifa, 2017). The facts show that it is not impossible for vocational school graduates to have difficulty finding work, this can be seen from the large number of vocational school graduates who are still unemployed. Data obtained from Official Statistics News No. 42/05/Th.XXI, 07 February 2018 shows that the Open Unemployment Rate (TPT) for Vocational High Schools (SMK) is the highest among other levels of education, namely 8.92%. The next highest TPT was in Diploma I/II/III at 7.92%.

Director General of Primary and Secondary Education (Dikdasmen) of the Ministry of Education and Culture Hamid Muhammad revealed several things that influence why many vocational school graduates are unemployed. First, there is an oversupply, namely that there

are more vocational school graduates from certain majors than others. The second factor is that certain vocational school majors do not match the industries that require them in their area. The third factor is the issue of the quality of graduates not meeting industry standards, and the fourth is the issue of the age of graduates, which on average is only 17 years. Hurlock (in Widhi, Sri & Aditya, 2014:135) stated that individuals in the age range of 17-19 years are classified as late adolescents. One of the things that late teens focus on is the future, including the work they will do.

Late adolescents begin to receive social demands related to the future, including work, which often creates pressure due to feelings of fear of failure in the world of work and not being able to fulfill these social demands. This then leads to feelings of anxiety in facing the future, especially those related to work.

According to Freud (in Alwisol, 2009:22) anxiety is the function of the ego to warn individuals about the possibility of impending danger so that appropriate adaptive reactions can be prepared. One of the factors that influences anxiety in individuals is self-efficacy. According to Bandura (in Ghufron & Rini, 2012:73) self-efficacy is an individual's belief in their ability to carry out tasks or actions required to achieve certain results.

Previous research conducted by Ogbodo and Onyishi (2012) proved that someone who has high self-efficacy will influence individuals to have the courage to face challenges at work, and vice versa, someone who has low self-efficacy will tend to be afraid of facing challenges at work.

Apart from self-efficacy, social support can also reduce an individual's level of anxiety. Efendi & Makhfudli (2009:180) stated that social support can be built from the moment humans are born, namely the family. Family social support has strong ties because it is formed first in human life, and basically family is a bond that influences each other. People who get high family social support will get a lot of emotional, appreciative, instrumental and informative support from the family.

Previous research conducted by Faradina and Jati (2015) found a negative correlation between social support and anxiety about facing the world of work. These negative results show the meaning that the higher the social support, the lower the level of anxiety in facing the world of work.

Based on the description above, researchers are interested in conducting research with the title "The Relationship Between Self-efficacy and Family Social Support and Anxiety in Facing the World of Work in Class XII Vocational School X Students".

FORMULATION OF THE PROBLEM

1. Is there a relationship between self-efficacy and anxiety about facing the world of work in class XII SMK X students?
2. Is there a relationship between family social support and anxiety about facing the world of work in class XII SMK X students?
3. Is there a relationship between self-efficacy and family social support and anxiety about facing the world of work in class XII SMK X students?

RESEARCH PURPOSES

1. To determine the relationship between self-efficacy and anxiety in facing the world of work in class XII students at SMK X.
2. To determine the relationship between family social support and anxiety about facing the world of work in class XII students at SMK X.
3. To find out the relationship between self-efficacy and family social support and anxiety about facing the world of work in class XII SMK X students.

LITERATURE REVIEW

Anxiety

Nevid, et al (2003:163) states Anxiety as an emotional condition characterized by physiological arousal, unpleasant feelings of tension and feelings of apprehension or a state of worry that complains that something bad will happen soon. A similar opinion was also expressed by Daradjat (1994:323) who stated that anxiety is a manifestation of various mixed emotions that occur when people are experiencing pressure (frustration) and inner conflict (conflict).

According to Freud (in Corey, 2013) anxiety is a tense state that motivates us to do something, by warning of the threat of danger, which is a signal to the ego that will continue to increase if appropriate actions to overcome the danger are not taken.

There are many factors that influence anxiety, according to Nevid (2003:196), anxiety is influenced by several factors, namely:

1. Social Environmental Factors
Includes exposure to threatening or traumatic events, observing fearful responses in others, and lack of social support.
2. Biological Factors
Includes genetic predisposition, irregularities in neurotransmitter function, and abnormalities in brain pathways that signal danger or that inhibit repetitive behavior.
3. Behavioral Factors
Includes the pairing of aversive stimuli with previously neutral stimuli, relief from anxiety due to performing compulsive rituals or avoiding phobic stimuli, and lack of opportunity for extinction due to avoidance of the feared object or situation
4. Cognitive and Emotional Factors
Covers unresolved psychological conflicts (Freudian or psychodynamic theory). Cognitive factors such as excessive prediction of fear, self-defeating or irrational beliefs, excessive sensitivity to threat, anxiety sensitivity, misattribution of body signals, and low self-efficacy.

Shah (in Ghufroon & Rini, 2012:144) divides anxiety into three aspects, including:

1. Physical Aspects
Includes dizziness, headaches, sweaty hands, nausea in the stomach, dry mouth, nervousness, etc.
2. Emotional Aspect
Includes the emergence of panic and fear.
3. Mental or Cognitive Aspect
Includes disturbances in attention and memory, worry, irregularity in thinking, and confusion.

Self-Efficacy

Baron and Byrne (2004:183) state that self-efficacy is a person's belief in their ability or competence to perform a given task, to achieve a goal, or overcome an obstacle. Bandura

(1997:75) states that self-efficacy is basically the result of a cognitive process in the form of decisions, beliefs, or expectations about the extent to which an individual estimates his or her ability to carry out certain tasks or actions needed to achieve the desired results.

According to Feldman (in Hasna, Tuti & Arista, 2013:5) self-efficacy is a form of self-assurance that states that he is able to carry out a behavior or produce something desired in a certain situation. Meanwhile, according to Woolfolk (in Hasna, Tuti & Arista, 2013:5) self-efficacy is a person's feeling that he is able to handle certain tasks effectively.

According to Bandura (in Ghufroon & Rini, 2012:80) self-efficacy has several aspects, namely:

1. Levels

Problems related to the degree of difficulty of individual tasks. This component has implications for the choice of behavior that an individual will try based on expectations of efficacy on the level of task difficulty.

2. Strength

Aspects related to the strength of an individual's belief in his abilities. Strong and steady hope in individuals will encourage them to be persistent in trying to achieve their goals even though they may not have had the experiences that support them.

3. Generality

Things related to the broad range of behavior that individuals believe they are capable of carrying out.

Family Social Support

Basically, family social support is a form of social support. According to Taylor (in Faradina & Jati, 2015:257) social support is defined as information obtained from someone who is loved, cared for, respected, appreciated, which comes from part of a communication network and provides reciprocity. House (in Yulia, 2010:6), explains social support as a person's perception of potential support received from the environment. Social support refers to the pleasure felt as an appreciation for caring and providing assistance in the context of a close relationship.

Friedman, et al., (in Widhi, Sri & Aditya. 2014:138) defines family social support as the family's attitudes, actions and acceptance of its members. Supportive family members will always be ready to provide help if needed, including when the individual is facing a problem that causes distress.

House (in Smet, 1994:136) suggests that social support includes four aspects, namely:

1. Emotional Support

This support includes expressions of empathy, concern and concern for the person concerned (for example: feedback, affirmation).

2. Rewards Support

This support occurs through positive expressions of respect (appreciation) for the person, encouragement or agreement with the individual's ideas or feelings, and positive comparisons of the person with other people, such as people who are less well off or worse off.

3. Instrumental Support

This support includes direct assistance, such as when people lend the person money or help with work when experiencing stress.

4. Information Support

This informational support includes providing advice, instructions, suggestions or feedback.

THE RELATIONSHIP BETWEEN SELF-EFFICACY, FAMILY SOCIAL SUPPORT AND ANXIETY IN FACING THE WORLD OF WORK

The world of work is an episode that will be entered by people who have completed their education. Every worker is required to have adequate abilities, expertise, skills so that they can obtain work that suits their interests, talents and abilities. However, getting the job you want is not easy, every individual must have good abilities to compete with other individuals. This competition to get a job is what causes anxiety in individuals, including vocational school students.

Anxiety in facing the world of work itself is an unpleasant emotional state experienced by individuals related to the challenges of facing the increasingly close world of work, characterized by physical, cognitive and behavioral symptoms. Anxiety in facing the world of work can also be interpreted as a temporary, unpleasant feeling regarding the world of work due to uncertainty regarding the possibilities that will occur, giving rise to anxiety in individuals.

One of the factors that influences the emergence of anxiety in individuals is self-efficacy. Individuals with high self-efficacy will be ready to accept tasks with a heavy burden or be willing to take actions that have never been done before

In previous research conducted by Wahyu and Nadhirotul (2012) stated that self-efficacy is one of the factors that influences the emergence of anxiety in individuals.

Apart from having self-efficacy, the presence of family social support can also influence an individual's level of anxiety. With social support, a person feels happy so that psychologically a person can think clearly and anxiety can be minimized. Social support that comes from the family is very important and very influential support for individuals, because the people closest to an individual are their family.

Research conducted by Faradina and Jati (2015) shows that social support is one of the factors that influences anxiety. In this regard, research conducted by Hasna, Tuti & Arista (2013) found that there was a significant relationship between social support and self-efficacy and anxiety in facing the world of work, this shows that the variables of social support and self-efficacy work together. has a relationship with anxiety about facing the world of work.

HYPOTHESIS

1. There is a relationship between self-efficacy and anxiety about facing the world of work.
2. There is a relationship between family social support and anxiety about facing the world of work.
3. There is a relationship between self-efficacy and family social support and anxiety about facing the world of work.

RESEARCH METHODOLOGY

Anxiety Facing the World of Work

Anxiety in facing the world of work is a temporary, unpleasant feeling regarding the world of work due to uncertainty regarding the possibilities that will occur, giving rise to anxiety in individuals, measured using the anxiety scale in facing the world of work which consists of 3 aspects, namely physical, emotional, mental or cognitive.

Self-Efficacy

Self-efficacy is a belief that an individual has regarding his or her ability to complete a task and be able to overcome the obstacles faced to achieve the expected success, measured by a self-efficacy scale which consists of 3 aspects, namely the level aspect (magnitude), the strength aspect (strength), generality aspect.

Family Social Support

Family Social Support is support in the form of providing information, real assistance, physical and psychological actions provided by family members, to provide comfort and security to individuals, measured using a social support scale consisting of 4 aspects, namely emotional support, appreciation support, support instrumental, information support.

POPULATION AND SAMPLE

The population is all individuals who are the subjects of this research, namely class XII students at SMK X, totaling 100 students. The sampling technique in this research is purposive sampling technique. The sample in this study consisted of 80 respondents.

METHOD OF COLLECTING DATA

The method used in data collection is the Likert scale method. This research uses three scales, namely the anxiety scale in facing the world of work, the self-efficacy scale, and the social support scale.

DATA ANALYSIS AND DISCUSSION

Data collection was carried out on Friday 26 April 2019. Data collection was carried out in class XII and accompanied by the principal of SMK X. Then the data obtained was processed using the SPSS 22.0 for Windows program. Based on the results of data analysis on the hypothesis using bivariate correlation between self-efficacy variables and anxiety in facing the world of work, the correlation coefficient $r = -0.223$ and $p = 0.047$, so that the null hypothesis (H_0) is rejected and H_a is accepted, which states that there is a relationship between self-efficacy and anxiety in facing the world of work in class XII students at SMK. The level of anxiety in facing the world of work will increase. In accordance with the opinion of Ogbodo and Onyishi (2012) who argue that someone who has high self-efficacy will influence individuals to have the courage to face challenges in the world of work, and vice versa, someone who has low self-efficacy will tend to be afraid of facing challenges in the world of work. Then the bivariate correlation between the family social support variable and anxiety about facing the world of work obtained a correlation coefficient of $r = -0.268$ with $p = 0.016$ so that the null hypothesis (H_0) was rejected and H_a was accepted, which states that there is a relationship between family social support and anxiety facing the world of work in students. class XII Vocational School social media from the family that is accepted by the subject, the higher the level of anxiety in facing the world of work. In line with the opinion expressed by Argyle (in Widhi, Sri & Aditya, 2014:136) explains that someone who receives high family social support will be an individual who is more optimistic in facing current and future life and will have a lower level of anxiety lower.

The results of analysis of research data on the hypothesis using multivariate correlation (double correlation) between the variables self-efficacy and family social support and anxiety in facing the world of work obtained a value of $R = 0.343$, $F = 5.146$ and $p = 0.008$. So the null hypothesis (H_0) is rejected and H_a is accepted, which means there is a relationship between self-efficacy and family social support and anxiety about facing the world of work in class family social contributes 11.8% to anxiety about facing the world of work, while the remaining 88.2% is

influenced by other factors not discussed in this research, such as excessive predictions about fear, self-defeating or irrational beliefs, excessive sensitivity to threats, anxiety sensitivity and factors within students such as students' fighting spirit, students' sense of optimism and self-regulation. Based on the regression results using the stepwise method, it was found that the contribution of family social support to anxiety facing the world of work was 7.2%, and the contribution of self-efficacy to anxiety facing the world of work was 4.6%. This shows that the effective contribution of family social support is greater than self-efficacy on anxiety about facing the world of work.

From the results of the normality test carried out on the anxiety scale in facing the world of work, the value of $p = 0.080$ ($p > 0.05$), the self-efficacy scale obtained the value of $p = 0.111$ ($p < 0.05$), and the family social support scale obtained the value of $p = 0.174$ ($p > 0.05$) which means that data on anxiety about facing the world of work, self-efficacy and family social support are normally distributed. Based on the categorization results, anxiety about facing the world of work, self-efficacy and family social support are at a moderate level. Anxiety in facing the world of work has a mean finding of 85.68 and a mean finding of self-efficacy of 61.50 and family social support with a mean finding of 87.39.

Students' self-efficacy must always be improved, and students need to always receive social support from the family. Students who have high self-efficacy will be ready to accept assignments with heavy loads or be willing to take actions that have never been done before, and are ready and brave to face various challenges, especially in the world of work. Meanwhile, students need to always get social support from the family because people who get high levels of social support from the family will get a lot of emotional, appreciative, instrumental and informative support from the family. If emotional support is high, the individual will feel that they receive high encouragement from family members. If the appreciation for the individual is large, it will increase self-confidence. If individuals receive instrumental support, they will feel that they receive adequate facilities from the family. If individuals receive a lot of informative support, they will feel they are receiving attention and knowledge. Any form of support provided by the family will definitely have an impact on the individual, one of which is reducing the level of anxiety in facing the world of work.

CONCLUSION

Based on the results of the data analysis, it can be concluded that there is a significant relationship in a negative direction between self-efficacy and anxiety in facing the world of work in class XII students at SMK facing the world of work in class XII students at SMK.

REFERENCES

- Adicondro, N., & Purnamasari, A., (2011). *Self-Efficacy, Family Social Support and Self-Regulated Learning in Class VIII Students*. Journal of Humanity, 17-27.
- Alwilsol. (2009). *Personality Psychology*. Malang: UMM Press.
- Baron, R. A., & Byrne, D., (2004). *Social Psychology Tenth Edition Volume 1. (Translated by Ratna Djuwita, et al.)*. Jakarta: Erlangga Publishers.
- Chaplin, J.P., (2002). *Complete Dictionary of Psychology, (Kartini and Kartono Translation)*. Jakarta: Raja Grafindo Persada.
- Corey, Gerald. (2013). *Theory and Practice of Counseling and Psychotherapy, (Translation By E. Koswara)*. Bandung: PT. Refika Aditama.
- Daradjat, Z., (1994). *Mental Health*. Jakarta: Masagung Hajj.
- Efendi., & Makhfuldi. (2009). *Theory and Practice in Nursing*. Jakarta: Salemba Medika.

- Faradina Khoirunnisa'Fauziyah & Jati Ariati. (2015). *Peer Social Support and Anxiety in Facing the World of Work in Final Level Undergraduate Students*. Empathy Journal. Semarang: Diponegoro University, Faculty of Psychology.
- Friedman. M. M., (1998). *Family Nursing: Theory and Practice*. (Transcription: Ina Debora and Yokina Asy). Jakarta: EGC.
- Hanifa, Yennisa. (2017). *The Relationship between Emotional Quotient and Adversity Quotient and Anxiety in Facing the World of Work among Students at SMK Muhammadiyah I Samarinda*. Psychoborneo Journal. Vol. 5(1).
- Hara Permana, Farida Harahap & Budi Astuti. (2016). *The Relationship between Self-Efficacy and Anxiety in Facing Exams in Class IX Students at MTS Al-Hikmah Brebes*. Hisbah Journal. Vol.13(1).
- Hasna Amania Waqiyati, Tuti Hardjajani, Arista Adi Nugroho. (2013). *The Relationship Between Social Support and Self-Efficacy and Anxiety in Facing the World of Work in People with Disabilities*. Candrajiwa Psychological Scientific Journal, 2 (1).
- M. Nur Ghufon and Rini Risnawita S., (2012). *Psychological Theories*. Jogjakarta: Ar-Ruzz Media.
- Nevid, J. S, Rathus, S. A., & Green, B., (2003). *Abnormal Psychology Volume 1 Volume 1 5th Edition*. Jakarta: Erlangga.
- Onyishi. I. E., & Ogbodo, E., (2012). *The Contributions of Self-Efficacy and Perceived Organizational Support When Taking Charge at Work*. SA Journal of Industrial Psychology. Vol. 38(1).
- Sarafino, E.P., (2011). *Health Psychology: Biopsychological Interaction*. Seventh Edition. Canada: John Wiley & Sons, Inc.
- Smet, B., (1994). *Health Psychology*. Jakarta: PT. Grasindo.
- Sugiyono. (2013). *Quantitative, Qualitative and R&D Research Methods*. Bandung: Alfabeta Publishers.
- Sundus Hara & Akhmad Baidun. (2017). *The Influence of Self-Efficacy and Social Support on the Optimism of Contract Employees at UIN Syarif Hidayatullah Jakarta*. Journal of Psychology. Vol 22 (2).
- Wahyu Shobah & Nadhirotul Laily. (2012). *The Relationship between the Level of Self-Efficacy and the Level of Anxiety Facing Competition to Get a Job in Final Semester Students at Muhammadiyah University Gresik*. Journal Psychoscience. Gresik: Muhammadiyah University Gresik.
- Widhi Nugrahaningtyas, Sri Wiyanti, Aditya Nanda Priyatama. (2014). *The Relationship between Self-Efficacy and Family Social Support and Anxiety in Facing the World of Work in Class XII Students at SMK Muhammadiyah 1 Wedi Klaten*. Candrajiwa Psychological Scientific Journal, 3 (2).
- Woro Kusriani & Nanik Prihartanti. (2014). *The Relationship between Social Support and Self-Confidence with the English Achievement of Class VII Students at SMPN 6 Boyolali*. Humanities Research Journal. Surakarta: Muhammadiyah University of Surakarta.
- Yulia Putri Puspitasari. (2010). *The Relationship between Peer Social Support and Anxiety Before the National Examination in Class XII Regular Students of SMA Negeri 1 Surakarta*. Journal of Psychological Research. Semarang: Diponegoro University.