

THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND OPTIMISM IN OVERSEAS STUDENTS WHO ARE WORKING ON THEIR FINAL ASSIGNMENTS

Angriani Potoboda^{1*}, Sri Aryanti Kristianingsih²

^{1,2}Psychology, Universitas Krsiten Satya Wacana

*angrianipotoboda@gmail.com

ABSTRACT

Overseas students are students who study far from their home area and certainly far from family and close friends, so sometimes they are required to be independent and must be able to adapt to their new environment. As final students who are working on their final project, one of the challenges encountered is their ability to overcome difficult times in the process of working on their thesis, one of which is the decline in the level of optimism, so that the role of the environment and the closest people is needed to increase optimism in students. This study aims to determine whether there is a relationship between social support and optimism in regional students who are working on their final project. The subjects of this study amounted to 110 people who were regional students from various universities in Central Java. In this study using incidental sampling method for sampling technique. The measuring tools used are the social support scale and the optimism scale. The social support scale measures three sources of social support, that came from family, friends, and supervisors. Based on the results of data analysis, the value of the correlation coefficient of family social support with optimism of 0.530 with sig was obtained. = 0.000 for the family social support variable, then for the social support aspect of friends, a Pearson correlation value of 0.584 with Sig was obtained. = 0.000, and for the third aspect of social support, namely the supervisor, a Pearson Correlation value of 0.612 was obtained with SIG. = 0.000, where $p < 0.05$, which means that there is a positive relationship between the three aspects of social support and optimism in regional students who are working on their final project.

Keywords: family social support, friend social support, supervisor social support, optimism

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

INTRODUCTION

In an era that continues to develop, many prospective students choose to study outside their home area for various reasons. One of them is to gain educational experience in a new environment. Some even think that the quality of universities in their area is not good enough, so they choose to migrate to other areas. Idris (2017) defines overseas students as students who prefer to study far from their area of origin. It was also explained that the factors causing students to choose to go abroad were due to their desire to continue their education, increase their insight and knowledge, seek experience and skills, or because of limited educational facilities in their area of origin.

Final-year students who are working on their thesis are faced with quite difficult times, especially for final-year students who are currently abroad. This is because during this period students tend to experience a decrease in academic resilience, namely a condition where individual capabilities decrease in dealing with, improving achievement, or overcoming difficulties faced in the field of education (Khaekal et al., 2022). This decrease in academic resilience will ultimately tend to affect the mental and even physical condition of students. Starting from feeling like giving up easily when a stressful situation occurs, losing confidence in one's abilities, and even the emergence of symptoms of depression (Mujahidah & Listiyandini, 2018). In this condition, the role of those closest to you is usually very necessary,

such as the role of the family as the closest people known since childhood, friends as the closest people after parents who can be a place to depend on each other or even supervisors. as an important party involved during the thesis work and acts as a provider of feedback on student work results.

In a short interview conducted by the researcher before distributing the data, it was found that several overseas students who were working on their final assignments generally felt stressed and depressed because the thesis had not been completed, so there was a need for enthusiasm, motivation, perseverance and most importantly a feeling of optimism. Having a feeling of optimism helps him to set definite goals, helps him not to be lazy, and to take the right steps. As an overseas student, support from those closest to you is very necessary, especially during difficult times such as when writing a thesis. Parents who provide trust and support without making demands, close friends who can provide direct assistance, such as providing advice or as discussion partners, and supervisors who are supportive and do not make things difficult are forms of support that final students hope for in the process of working on their thesis. It is felt that support from these three sources can help students remain optimistic and try to complete according to target.

Optimism is an important variable that can build enthusiasm and motivate individuals to achieve their goals, but during this crucial period, student optimism tends to decrease. As shown by Ningrum's (2011) research on "The Relationship between Optimism and Coping Stress in EUU Students Who Are Working on Their Thesis", shows the results where 80 of them are students working on their thesis tend to have low levels of optimism. Furthermore, research conducted by Valentsia & Wijono (2020) with the topic "Optimism with Problem-Focused Coping in Students Who Are Working on Their Final Assignments", shows that the level of optimism in students who are currently working on their final assignments, there are 134 students from the psychology faculty at Universitas Kristen Satya Wacana. is at a low level.

Optimism according to (Seligman, 2008) is an individual's overall view, related to how he views things well, has positive thinking, and easily positively interprets things. Optimism can act as a strength for overseas students, a feeling of accepting the situation they are experiencing, not giving up, being able to make better plans for the future, thinking of a way out by looking for someone who can help, and the ability to see failure as a part of life that can be achieved repaired (Soraya, 2019). One factor that can influence optimism is social support.

Social support according to Carolyn E. Cutrona & Weiss (1974); Robert Weiss (1973) is defined as the process by which someone builds relationships with other people and feels that they are loved, appreciated, and cherished, as well as getting support when experiencing problems. Ogden (2022) stated that students who are working on their thesis will feel that everything is easier if when they experience problems, they can get attention from the surrounding environment, someone who cares who can provide real and direct assistance and can be relied on to provide information and share feelings. felt. The sense of self-confidence that grows through the social support received will keep individuals away from feelings of pessimism and meaninglessness (Aisyah et al., 2015).

Several studies show that optimism and social support are interconnected, in this case (Ramadhani, 2014) through his topic regarding "The Relationship between Optimism and Social Support and Coping Stress in Nursing Students who are Writing Their Thesis at STIKES

Muhammadiyah Samarinda", from the results of his research it was found that if the variables of optimism and social support are displayed together with the stress coping context, there is a correlation between the two. Apart from that, there is research that is quite similar to the topic variable that the researcher took, with the title "The Relationship between Parental Social Support and Optimism in UIN Sunan Gunung Djati Bandung Students Who Are Working on Their Thesis, Riska Rosidi (2017) through her research explains that there is a correlation between social support from parents and optimism for students who are working on their thesis at UIN Sunan Gunung Djati Bandung.

Optimism can be a significant contributor to behavior and can motivate individuals to persist in pursuing their goals enthusiastically. Optimism can also help individuals be ready to face challenges, for example by meeting challenging academic deadlines quickly (Bressler et al., 2010). Lack of optimism will give rise to doubts about the abilities encountered in the process of writing a thesis, becoming one of the factors that can dampen enthusiasm for completion, and ultimately delay graduation. According to Bressler et al. (2010), individuals with low levels of optimism tend to lead to depression, drug abuse, and the possibility of suicide when facing various responsibilities in life. For some students, a thesis is like a heavy burden that can destroy them physically and mentally at any time, and if they fail to recover from adversity, it will eventually lead to stress and even depression.

Seeing this quite serious phenomenon and impact, researchers were interested in raising this topic for further research. Even though there have been previous studies with similar variables, the focus of this research is to see the level of optimism of overseas students who are working on their final assignments in terms of three sources of social support, including family, close friends, and supervisors.

METHOD

This research is a type of quantitative research that uses survey methods with a correlational design, to determine and determine the relationship between social support and optimism. The population taken in this research were overseas students who were working on their final assignments, studying on the island of Java coming from outside Central Java, and had close friends on campus. Researchers used non-probability sampling as a sampling technique with an incidental sampling design. Participants in this research were students from several universities in Central Java, such as Universitas Kristen Satya Wacana, Universitas Negeri Semarang, Universitas Sebelas Maret, Universitas Respati Yogyakarta, Universitas Diponegoro, Universitas Muhammadiyah Solo, STIE YKPN Yogyakarta, and other existing universities in Central Java. The total number of participants in this research was 110 participants, who were final students who had migrated and were working on their final assignment. Data on participant distribution can be seen in Table 1.

Table 1. Participant Demographic Data

Home University	N	%
UKSW	65	59,09
UNNES	5	4,55
UNS	3	2,73
UNRIYO	7	6,36

Home University	N	%
UNDIP	6	5,45
UMS	2	1,82
STIE YKP JOGJA	2	1,82
Other UNIV in Jateng	20	18,18
Total	110	100

The scale used in this research is a scale with original items without modification. For the social support variable, the scale was taken from Carolyn E. Cutrona & Weiss (1974); Russell, (1996), namely the Social Provisions Scale Chapter, while the optimism scale was taken from Thanoesya et al. (2016) based on aspects and theory of Seligman (2008), namely the optimism scale. The data collection method uses a questionnaire distributed via social media, such as WhatsApp, email, Twitter, and Telegram. The questionnaire used was adapted from used scales, namely the social support scale and the optimism scale, with four answer choices given a score of one to four and consisting of very suitable (SS), suitable (S), not suitable (TS), and very unsuitable. (STS). Each item in the social support and optimism scale is grouped into two statement items, namely favorable and unfavorable.

The data analysis techniques used in this research are correlation tests and assumption tests. The correlation test uses the Pearson Product Moment correlation from Karl Pearson. Before the correlation test, an assumption test will be carried out first, consisting of a normality test and a linearity test, using the IBM SPSS Statistics 22 for Windows program.

RESULTS AND DISCUSSION

Descriptive Statistics Results

Based on the formulated research objectives, researchers look for three sources of social support and optimism, so that there will be 4 interval calculation results using the M+1SD calculation formula; M+2SD; M-1SD; and M-2SD. In Table 2 below are the results of interval calculations using empirical data for the optimism scale which consists of 33 items.

Table 2. Descriptive Analysis of Optimism

No	Interval	Category	Frequency	%	Mean	SD
1	59,3<×<88,2	Low	21	19.09		
2	88,2≤×<117,2	Medium	69	62.73	102.75	14.466
3	117,2≤×≤146	High	20	18.18		
	Total		110	100.0		

From these results, it can be seen that in the optimism variable score of the 110 participants, there were 20 participants with low optimism with a percentage of 19.09%, while in the medium category, there were 69 participants with a percentage of 62.73%, and for the high category there were 20 participants with a percentage of 18.18%. The average/mean obtained was 102.75, with a standard deviation of 14,466.

The social support scale consists of three scales, with each scale consisting of 24 items with a score range of one to four. Interval calculations use empirical data using the M+1SD formula; M+2SD; M-1SD; and M-2SD. Because there are three social support scales, there are three

interval calculation results for each source of social support, which can be seen in Table 3, Table 4, and Table 5 below.

Table 3. Descriptive Analysis of Family Social Support

No	Interval	Category	Frequency	%	Mean	SD
1	39,4<x<61,8	Low	18	16.36		
2	61,8≤x<84,3	Medium	75	68.18	73.14	11.244
3	84,3≤x≤106	High	17	15.45		
	Total		110	100.0		

Table 3 above is the total score of the social support variable from the family, with a total of 110 participants based on levels of distribution ranging from low, medium to high. From this table, it can be seen that there were 18 participants with a percentage level of 16.36%, who were in the low category of family social support. Furthermore, there were 75 participants in the medium category with a percentage level of 68.18%, while there were 17 participants who received high family social support with a percentage of 15.45%. From the existing distribution results, the total average value obtained is 73.14 with a standard deviation of 11,244.

Table 4. Descriptive Analysis of Friends' Social Support

No	Interval	Category	Frequency	%	Mean	SD
1	36,9<x<60,6	Low	21	19.09		
2	60,6≤x<84,2	Medium	71	64.55	72.45	11.823
3	84,2≤x≤107	High	18	16.36		
	Total		110	100.0		

From Table 4 above, it can be seen that there are 21 participants with low social support from friends with a percentage of 19.09%, followed by 71 participants who have sufficient/moderate social support from friends with a percentage of 64.55%, and 18 participants who have good social support from friends. high with a percentage of 16.36%. Apart from that, the average score obtained was 72.45 with a standard deviation of 11.823.

Table 5. Descriptive Analysis of Supervisors' Social Support

No	Interval	Category	Frequency	%	Mean	SD
1	31,6<x<56,4	Low	14	12.73		
2	56,4≤x<81,1	Medium	78	70.91	68.78	12.362
3	81,1≤x≤105	High	18	16.36		
	Total		110	100.0		

In Table 5 above, it can be seen that students get enough social support from their supervisors, where there are 78 participants in the medium category with a percentage of 70.91%, 14 participants in the low category with a percentage of 12.73%, and 18 participants in the high category with a percentage of 16.36%. The average value obtained was 68.78 with a standard deviation of 12,362.

Based on the results of the descriptive analysis of the four scales, it can be concluded that the distribution of the level of optimism felt by overseas students who are working on their

final assignments, as well as the support they receive from their social environment, which comes from family, friends, and supervisors, is in the medium category. Students feel quite optimistic that they will complete their final assignment by getting enough social support from their environment, especially from family, close friends, and their supervisors. This is also in line with the hypothesis results obtained where it was found that there was a significant positive relationship between the three sources of social support above and optimism in overseas students who were working on their final assignments, which was marked by a significant value of 0.000 where $p < 0.05$. The above also shows that social support from supervisors contributes slightly more to optimism and is followed by the other two sources of social support.

Discussion

From the results of research and data processing, it was found that the hypothesis of this research was acceptable, marked by the existence of a significant positive relationship between social support which includes three sources of social support, including family, friends, and supervisors, and optimism in overseas students who are working on their final assignments. Based on the results of the Pearson correlation test which shows a value of $r = 0.530$ with sig. = 0.000 for family social support and optimism; $r = 0.584$ with sig. = 0.000 for friends' social support and optimism, and; $r = 0.612$ with sig. = 0.000 for social support from supervisors and optimism, where $p < 0.05$. So based on the existing results, it can be seen that optimism in overseas students who are working on their final assignments can increase if they get social support from three important sources, namely family, friends, and supervisors. The supervising lecturer himself showed quite high results, which indicates that the higher the social support received, the higher the level of optimism the student will have. From the three hypothesis test results, it was also found that social support from supervisors had a higher value in increasing optimism compared to the other two sources of social support. The conclusion that can be drawn is that social support from three sources of social support, namely family, friends, and supervisors, has a significant role in increasing optimism in overseas students who are working on their final assignments.

CONCLUSION

Through the results of existing research, the conclusion that can be drawn is that there is a significant positive relationship between social support originating from family, friends, and supervisors and optimism in overseas students who are working on their final assignments, with the highest influence value coming from supervisors. The significant positive relationship indicates that the higher the social support received by students, the higher the level of optimism among students. Conversely, the lower the social support obtained, the lower the level of optimism. From the research results it was found that the hypothesis was acceptable. In addition, this research shows that social support originating from family, friends, and supervisors are factors that influence the level of optimism of chain students who are working on their final assignments.

From the existing research results, the researcher hopes that future researchers can consider the number of samples and provide clear categories regarding sample characteristics to represent the population so that the research results obtained can also be maximized. Future researchers can also consider other factors that can influence optimism for further research,

such as internal factors which include personality, self-esteem, and self-confidence. Researchers can also continue this research by examining in detail the three sources of social support measured in this study. Researchers can use qualitative methods so that in the measurement process they can find in detail the types of support and benefits of the three sources of social support, namely family, friends, and supervisors.

REFERENCES

- Aisyah, S., Yuwono, S., & Zuhri, S. (2015). Hubungan Antara Self-Esteem Hubungan Antara Self-Esteem Dengan Optimisme Masa Depan Pada Siswa Santri Program Tahfidz Di Pondok Pesantren Al-Muayyad Surakarta Dan Ibnu Abbas Klaten. *Jurnal Indigenous*, 13(2).
- Bressler, L. a, Bressler, M. E., & Bressler, M. S. (2010). The Role and Relationship of Hope, Optimism and Goal Setting in Achieving Academic Success : a Study of Students. *Academy of Educational Leadership Journal*, 14(4).
- Carolyn E. Cutrona, & Weiss, R. (1974). The Provisions Of Social Relationships And Adaptation To Stress. *Advances in Personal Relationships*, 1(1).
- Idris, A. C. I. (2017). Hubungan Antara Dukungan Sosial Dengan Efikasi Diri Akademik Pada Mahasiswa Rantau Asal Kepulauan Riau Di Yogyakarta. In *Virginia Journal of International Law* (Vol. 15, Issue September).
- Khaekal, Muh. F., H.Zubair, A. G., & Minarn. (2022). Resilience Academic Sebagai Prediktor terhadap Burnout Academic pada Mahasiswa Tingkat Akhir di Kota Makassar. *Jurnal Psikologi Karakter*, 2(2).
- Mujahidah, E., & Listiyandini, R. A. (2018). Pengaruh Resiliensi dan Empati terhadap Gejala Depresi pada Remaja. *Jurnal Psikologi*, 14(1). <https://doi.org/10.24014/jp.v14i1.5035>
- Ningrum, D. W. (2011). Hubungan Antara Optimisme Dan Coping Stres pada Mahasiswa UEU yang Sedang Menyusun Skripsi. *Psikologi Esa Unggul, Volume 9*(Nomor 1).
- Ogden, J. (2022). Health Psychology. In *Health Studies: An Introduction*. https://doi.org/10.1007/978-981-16-2149-9_6
- Ramadhani, R. (2014). Hubungan antara optimisme dan dukungan sosial dengan coping stress pada mahasiswa keperawatan yang sedang menyusun skripsi di STIKES Muhammadiyah Samarinda. *Motivasi*, 2(1).
- Robert Weiss. (1973). Loneliness: The Experience of Emotional and Social Isolation. In the *journal of psychotherapy*.
- Russell, D. W. (1996). UCLA Loneliness Scale (Version 3): Reliability, validity, and factor structure. *Journal of Personality Assessment*, 66(1). https://doi.org/10.1207/s15327752jpa6601_2
- Seligman, M. E. P. (2008). Menginstal optimisme: Bagaimana cara mengubah pemikiran dan kehidupan anda. In *PT Karya Kita*.
- Soraya, Y. (2019). Hubungan Antara Konsep Diri Dan Self Esteem Dengan Optimisme Dalam Menyelesaikan Skripsi Pada Mahasiswa Uin Suska Riau. *State Islamic University of Sultan Syarif Kasim Riau Jorunaln Syarif Kasim Riau Jorunal*, 561(3).
- Thanoesya, R., Syahniar, & Ifdil, I. (2016). Konsep diri dan optimisme mahasiswa dalam proses penulisan skripsi. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 2(2).

Valentsia, G. K. D., & Wijono, S. (2020). Optimisme Dengan Problem Focused Coping Pada Mahasiswa Yang Sedang Mengerjakan Tugas Akhir. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1). <https://doi.org/10.31004/edukatif.v2i1.74>