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Correlation between Social Support and Anxiety in Facing Learning Evaluations among First-Year Health Science Students

Faried Rahman Hidayat[1] , Regina Nur Azizah[1]
[1] *Faculty of Nursing, Universitas Muhammadiyah Kalimantan Timur, Samarinda, Indonesia*

Correspondence author: Faried Rahman Hidayat
Email: frh934@umkt.ac.id
Address: Jl. Ir. H. Juanda No.15, Sidodadi, Samarinda Ulu, Samarinda, Kalimantan Timur 75124 Indonesia Telp. 081213526625
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ABSTRACT

Background: Anxiety is a psychological condition marked by fear, tension, worry, and restlessness, often accompanied by physical symptoms such as a pounding heart and elevated blood pressure. It frequently occurs among students, especially in academic environments. One factor that can reduce anxiety is social support, particularly from parents and peers.
Objective: This study aimed to determine the relationship between social support (parents and peers) and the anxiety levels of freshmen in facing learning evaluations in the Nursing Undergraduate Study Program at Universitas Muhammadiyah Kalimantan Timur (UMKT).
Method: A cross-sectional study design was used. The instruments included the Hamilton Rating Scale for Anxiety (HARS) with a Likert scale and a Social Support questionnaire (parents and peers) adapted from Sarafino (2012), using the Guttman scale with a reliability coefficient of 0.635. The sample consisted of 108 students selected using the Slovin formula. Data were collected through questionnaires and analyzed using univariate and bivariate methods, with the Chi-square test to assess correlations.
Results: The Chi-square test showed a significant relationship between social support and anxiety levels (p-value = 0.025 < 0.05). This indicates that greater social support is associated with lower levels of anxiety.
Conclusion: There is a significant relationship between social support from parents and peers and the anxiety levels of freshmen during learning evaluations. Future studies are recommended to use multiple regression and Spearman Rank tests to explore additional influencing factors and the strength of correlations.

Keywords: anxiety, parents, peers, social support

Introduction

Higher education, particularly in the field of nursing, requires students to master both extensive theoretical knowledge and complex clinical skills. Nursing students are expected to meet rigorous academic standards, navigate a demanding curriculum, and adapt to new learning environments that often present unfamiliar challenges. This transition is especially critical for first-semester students, who must simultaneously adjust to academic expectations and the social dynamics of university life. The pressure to excel, assimilate large volumes of new information, and conform to new educational methods can generate considerable psychological distress, particularly anxiety (Aristawati, 2020).

Academic anxiety, a specific form of psychological discomfort, is characterized by excessive worry, tension, and fear in response to academic tasks such as examinations, presentations, and assignments (Putri, Nurcahyani, & Rahmasari, 2022). Unlike general anxiety, academic anxiety is directly related to academic contexts and can interfere with cognitive functioning and emotional stability. If not addressed, academic anxiety can disrupt learning by impairing concentration, hindering information retention, and negatively impacting academic performance. Cognitive impairments such as reduced focus and self-doubt may reinforce a cycle in which anxiety leads to poor performance, which then exacerbates anxiety (Hendriana, 2022; Khoirunnisa & Kurniati, 2022; Sumoked in Murdiyanto et al., 2023).

Globally, anxiety disorders are among the most common mental health issues. According to the World Health Organization (WHO), approximately 264 million people, or 3.6% of the global population, suffered from anxiety disorders in 2015. In Indonesia, the Basic Health Research (Riskesdas) reported a rise in emotional mental disorders, including anxiety and depression, from 6% in 2013 to 11.6% in 2018, with 10% prevalence among adolescents aged 15–24 years (Ministry of Health, 2013; 2018). The prevalence of anxiety among nursing students is particularly concerning. During the COVID-19 pandemic, Utami et al. (2024) found that most nursing students experienced mild (47.6%) or moderate (38.1%) anxiety in preparation for clinical practice. Similar findings were reported by Rayatin et al. (2022), who noted mild (48.5%) and moderate (17.5%) anxiety levels among students at a private nursing institution. More recently, Nazirah, Syukriadi, and Amna (2024) observed severe (26.9%) and very severe (15.7%) anxiety levels among students completing their final projects in the post-pandemic context.

Preliminary observations from a study conducted on September 25, 2024, at the Undergraduate Nursing Study Program of Universitas Muhammadiyah Kalimantan Timur (UMKT) revealed that 8 out of 10 first-semester students experienced anxiety symptoms during academic evaluations. Reported symptoms included restlessness, trembling hands, facial tension, and fear of social interaction. These findings emphasize the urgency of addressing academic anxiety, especially during high-stakes assessments such as Mid-Semester Exams (UTS), Final Semester Exams (UAS), and Objective Structured Clinical Examinations (OSCE). These structured evaluation methods, which require performance under pressure, are essential to measure clinical competence but may simultaneously heighten anxiety (Noorrahman, Sairin, & Janati, 2023; Febriyanti, Sulistiowati, & Swedarma, 2023; Reza & Nopiyadi, 2022; Fadhilah, Parmikanti, & Ruchjana, 2024; Hadi, Sastrawijaya, & Oktaviani, 2020).

One of the key factors that can mitigate the impact of academic stress is social support. Defined as the perception or reality of being cared for and valued within a supportive network,

social support can take various forms, including emotional, informational, and instrumental support (Sarafino, 2012). Several theoretical frameworks explain how social support influences psychological well-being. The Stress-Buffering Hypothesis suggests that social support reduces the perceived severity of stressors and enhances coping capacity. Social Exchange Theory emphasizes the emotional benefits of reciprocal positive interactions. Meanwhile, Self-Determination Theory (SDT) posits that supportive relationships fulfill the basic psychological need for relatedness, which enhances motivation and mental health.

Given the dual pressures of academic performance and social adjustment, this study seeks to examine the relationship between social support from parents and peers and academic anxiety among first-semester nursing students at UMKT. It also considers the possibility that peer relationships may not always be beneficial; teasing or negative social interactions can serve as additional stressors rather than sources of support (Alfaini et al., 2022). Understanding this dynamic is crucial for designing effective interventions that promote student well-being during their critical transition into professional nursing education.

Objective

This study aimed to determine the relationship between social support (parents and peers) and the anxiety levels of freshmen in facing learning evaluations in the Nursing Undergraduate Study Program at Universitas Muhammadiyah Kalimantan Timur (UMKT).

Method

This research was conducted at Universitas Muhammadiyah Kalimantan Timur (UMKT), located on Jalan Ir. H. Juanda No. 15, Samarinda. Established in 2017, UMKT evolved from the Muhammadiyah College of Health Sciences (STIKES) Samarinda, which was founded in 2009 and previously accredited with a “B” institutional status. STIKES Muhammadiyah Samarinda itself has been operational since September 15, 1981. Currently, UMKT comprises 10 faculties and 26 study programs, ranging from Diploma, Bachelor’s to Master’s levels. The university is supported by 25 administrative units, 39 lecture rooms, 4 seminar rooms, 22 lecturer offices, 10 laboratory rooms, and a central library, among other academic facilities.

This study employed a quantitative research method, which is used to examine specific populations or samples using instruments that collect numerical data and are analyzed statistically to test hypotheses (Syahroni, 2022). Specifically, this study adopted a cross-sectional design, where data were collected at a single point in time. The dependent variable in this study is anxiety, while the independent variable is social support, derived from parents and peers.

The cross-sectional design was selected due to its effectiveness in examining the relationship between variables within a single timeframe. In this context, the aim is to determine whether there is a correlation between students’ perceived level of social support and their anxiety levels. This design is particularly useful for answering questions such as whether students with higher perceived social support tend to have lower anxiety, or how strong the association is between support from parents or peers and students’ anxiety levels.

Data collection in a cross-sectional study is conducted only once per respondent, which makes the method faster, more cost-effective, and resource-efficient compared to longitudinal studies. It is especially suitable for preliminary research aimed at identifying

potential relationships that could later be explored through more in-depth longitudinal or experimental studies.

Furthermore, this design provides a “snapshot” of the psychological condition of the population at a particular point in time, which is useful for understanding the prevalence and interaction of the studied variables. Although anxiety and social support may change over time, for the purpose of capturing general relationships, it is reasonable to assume these perceptions remain relatively stable during the short period of data collection.

Population and Sample

A population is defined as a group of individuals or elements sharing specific characteristics established by the researcher, from which conclusions will be drawn. The population includes not only people but also other natural or social phenomena. It encompasses all the characteristics possessed by the individuals or subjects under study (Hikmah & Muslimah, 2021). Based on data obtained from the Academic Administration Office (BAA) at UMKT, the total number of first-semester undergraduate nursing students in the academic year of the study was 149 students. Therefore, the population for this research consists of all freshmen enrolled in the Undergraduate Nursing Study Program at Universitas Muhammadiyah Kalimantan Timur.

A sample is a subset of the population that is expected to represent the entire population in the study. A sample must be drawn based on a sampling frame that includes all potential elements of the population, with no duplicates, clear boundaries, and traceability in the field (Hikmah & Muslimah, 2021). This study employed probability sampling, specifically simple random sampling, where each member of the population has an equal chance of being selected. This approach ensures that the sample is representative and reduces sampling bias, allowing for generalization of findings to the broader student population.

Table 1 Number of Students in Semester 1 of the UMKT Nursing Undergraduate Study Program

Class	**Number of Students**
A	77
B	72
Amount	**149**

Based on table 1 to determine the number of samples used the slovin formula with a margin of error of 5% (e = 0.05). The slovin formula is used because the exact population is known.

$$\frac{N}{1 + N\ x\ e^2}$$

$$\frac{149}{1 + 149\ x\ 0{,}05^2} = \frac{149}{1{,}3725} = 108\ Sampel$$

For Random Sampling, a lottery method is used from the names of students who are being attended and if the student's name comes out, he will be the respondent. So that the characteristics of the sample do not deviate from the population, before sampling, it is necessary to determine the inclusion and exclusion criteria. Where the sample must be 17-22 years old, Semester 1 Students In Umkt Nursing Study Program.

Research Instruments

Validity Test

Validity is a measure that shows the level of validity of a test. A test is said to be valid if the test measures what it is intended to measure. A test has high validity if the results are in accordance with its criteria, meaning that there is a parallel between the test and its criteria Novikasari (2016). In addition, validity is needed to determine the feasibility of the items in a question construct by identifying a variable (Putri, Nurcahyani & Rahmasari, 2022). Validity testing in this study uses the product moment correlation method to assess the validity of each question in the research questionnaire. Validity testing has been carried out at UMKT from a total of 149 students who were respondents with a sample of 108 people, so that the final result was that the number of students who were not sampled was 41 people, from the 41 people we took 30 respondents to test our questionnaire whether it was valid or not.

Reliability Test

Reliability test is an index that shows the extent to which a measuring instrument can be trusted or relied upon. So that the reliability test can be used to determine the consistency of the measuring instrument, whether the measuring instrument remains consistent if the measurement is repeated. A measuring instrument is said to be reliable if it produces the same results even though measurements are taken many times. Usually before the data reliability test is carried out, a data validity test is carried out. This is because the data to be measured must be valid, and then continued with the data reliability test. However, if the data measured is not valid, then there is no need to carry out a data reliability test (Janna & Herianto, 2021).

Reliability testing will be conducted at UMKT because of the total of 149 students who became respondents with a sample of 108 people, the final result of the number of students who did not become samples was 41 people, from the 41 people we took 30 respondents to test our questionnaire whether it was valid or not.

Normality Test

The normality test aims to test whether in the regression model, the confounding variables or residuals have a normal distribution or not (Ningrum, 2024). The normality test in this study uses the Kolmogorov - Smirnov test. Social Support Variables (Parents and Peers). To analyze the relationship between the independent variables (Social Support: Parents and Peers) and the dependent variable (Anxiety) in this study, the Chi-Square test was used. The selection of this statistical test is based on the nature of the data which tends to be categorical or nominal in both variables (for example, anxiety may be categorized as low, medium, high, and social support can also be categorized). Before applying the Chi-Square test, the Kolmogorov-Smirnov test was conducted to check the assumption of normality of data distribution. The results of the Kolmogorov-Smirnov test indicate that the data is not normally distributed or does not meet the assumption of normality, so the use of non-parametric statistical tests such as Chi-Square is the most appropriate and valid choice to identify the presence or absence of associations between variables without requiring the assumption of normal data distribution.

Research Procedures

The research procedures in this study encompass a series of systematic steps to collect and process data effectively. Primary data were obtained directly from respondents,

specifically first-semester students of the UMKT Undergraduate Nursing Study Program, using structured questionnaires that included instruments on anxiety, social support (from parents and peers), and demographic information. Secondary data were sourced from the Academic Administration Board (BAA), particularly regarding the number of students based on attendance records. Following data collection, the editing process was carried out to ensure completeness and accuracy of the questionnaires. Data were then coded manually to simplify the processing stage, including anonymizing respondents by assigning numeric codes. Subsequently, data entry was performed using appropriate software, followed by data tabulation to calculate variables and prepare frequency distributions. Finally, a data cleaning process was conducted to verify accuracy, correct errors, and ensure all necessary information was properly recorded and ready for analysis.

Data analysis

Univariate analysis was conducted to see the descriptive picture of the data. The data used is categorical data. In categorical data, the frequency and percentage or proportion derived from each variable are seen. Categorical for Anxiety Variable: mild, moderate, severe, very severe (panic). Social Support Variable (Parents and Peers): Supportive and Less Supportive.

Bivariate analysis was conducted to determine the relationship between two variables, namely the relationship between each independent variable, namely anxiety, with the dependent variable, namely Social Support (Parents and Peers). For the purpose of analysis, all variables become categorical, the test used is Chi Square. The significance limit used is $\alpha = 0.05$ and for the purpose of assessing the prevalence ratio (PR), researchers categorize anxiety into four, namely, mild, moderate, high, and panic. Finding the prevalence ratio value is done manually.

Result

This study involved 108 first-semester students enrolled in the Undergraduate Nursing Study Program at Universitas Muhammadiyah Kalimantan Timur (UMKT). Data collection was conducted from September to November using structured questionnaires. The analysis focused on respondent characteristics, the level of social support received from parents and peers, and anxiety levels experienced when facing academic evaluations.

Table 2 presents the demographic profile of the respondents. The majority were aged 18 years (72.2%) and female (78.7%). Most students came from senior high schools (49.1%) and vocational schools (43.5%), with a smaller proportion from MAN (7.4%). Regarding residence, 62.0% lived in boarding houses, while the rest lived at home (38.0%).

Regarding social support, the sample was nearly evenly divided, with 50.9% reporting receiving adequate support from parents and peers, and 49.1% indicating a lack of sufficient support. This reflects a balanced perception of social backing within the cohort. Anxiety levels showed variability, with nearly half of the respondents (44.4%) experiencing moderate anxiety related to academic evaluations. Mild anxiety was reported by 27.8%, no anxiety by 22.2%, and severe anxiety by 5.6% of respondents. These results highlight the prevalence of academic-related anxiety among first-semester nursing students, underlining the importance of psychological and social support mechanisms during this critical transition period.

Table 2. Characteristics of Respondents

Variable	Category	Frequency (n)	Percentage (%)
Age	17 years	6	5.6%
	18 years	78	72.2%
	19 years	18	16.7%
	20 years	5	4.6%
	22 years	1	0.9%
Gender	Female	85	78.7%
	Male	23	21.3%
School Background	Senior High School	53	49.1%
	Vocational School	47	43.5%
	MAN	8	7.4%
Residence	At Home	41	38.0%
	Boarding House	67	62.0%
Social Support	Lack of Support	53	49.1%
	Support	55	50.9%
Anxiety Level	None	24	22.2%
	Mild	30	27.8%
	Moderate	48	44.4%
	Severe	6	5.6%

Analysis of the Relationship Between Social Support (Parents and Peers) and Anxiety of Semester 1 Students in Facing Learning Evaluation in the UMKT Nursing Undergraduate Study Program Before the Cell Merger.

Table 3. Bivariate Analysis

Social Support	**Anxiety**				**Total**	***Asymptotic Sig. 2 – sided***
	There isn't any	**Light**	**Currently**	**Heavy**		
Lack of Support	6	18	24	5	53	0.020
Support	18	12	24	1	55	
Total	24	30	48	6	108	

Based on Table 3 Statistical Test Results using the Chisquare Test, a value of p value = 0.020 was obtained, where the value is smaller than p value < 0.05, it can be stated that Ha is accepted and Ho is rejected, there is a Relationship Between Social Support (Parents and Peers) and Anxiety. Table 3 proves that the greater the social support obtained, the lower the level of anxiety felt.

Table 4. Analysis of the Relationship

Social Support	**Anxiety**	**Total**	***Asymptotic Sig. 2 – sided***

	There isn't any	Light	Medium - Heavy		
Lack of Support	6	19	28	53	0.025
Support	18	13	24	55	
Total	24	32	53	108	

Based on Table 4 Statistical Test Results using the Chisquare Test, a value of p value = 0.025 was obtained, where the value is smaller than p value < 0.05, it can be stated that Ha is accepted and Ho is rejected, there is a Relationship Between Social Support (Parents and Peers) and Anxiety. Table 6 proves that the greater the social support obtained, the lower the anxiety felt.

Discussion

Based on the frequency distribution, among the 108 respondents who participated in this study, 6 respondents (5.6%) were 17 years old, 78 respondents (72.2%) were 18 years old, 18 respondents (16.7%) were 19 years old, 5 respondents (4.6%) were 20 years old, and 1 respondent (0.9%) was 22 years old. These results indicate that the majority of respondents were within the age range of 17 to 21 years, which represents the transitional phase from late adolescence to early adulthood. According to Annisa et al. (2023), this age group is particularly vulnerable to anxiety, consistent with findings by Muyasaroh (2020, in Walean, 2021), who reported that anxiety is most prevalent among individuals aged 20–24. Furthermore, Nadia Azab et al. (2017, in Walean, 2021) noted that younger students, particularly those aged 17–18, are more likely to experience anxiety. During this phase, individuals are faced with increasing academic and social demands, which require effective adaptation skills. Therefore, support from both parents and peers is essential to help students cope with these developmental challenges.

Regarding gender, of the 108 respondents, 85 (78.7%) were female, and 23 (21.3%) were male, indicating that the majority of respondents were female. Natalya (2020) found that females are more likely to experience anxiety than males. This finding is supported by Fahrianti (2002, in Sugiharno, 2022), who reported that female students tend to experience higher levels of anxiety compared to their male counterparts. The researcher acknowledges that the gender imbalance in this study may introduce potential bias. However, within the context of this study, it can be concluded that female students are more prone to anxiety, possibly due to their emotional sensitivity and more reflective thought processes, in contrast to males, who tend to be less emotionally affected by stressors.

In terms of educational background, 53 respondents (49.1%) graduated from general high school (SMA), 47 (43.5%) from vocational high school (SMK), and 8 (7.4%) from Islamic high school (MAN). These data indicate that most nursing students in this study graduated from SMA. This finding aligns with the statement by Hasanah et al. (2022, in Wulan, 2023), who noted that educational background significantly influences students' adjustment to the university environment. A study by Tirta et al. (2021, in Wulan, 2023) also stated that one factor influencing the choice of nursing as a major is parental encouragement. Therefore, it can be concluded that a general high school education, particularly in the science stream, plays an influential role in the selection of nursing as a study program.

With regard to residence, 67 respondents (62.0%) lived in boarding houses (kost), while 41 respondents (38.0%) lived at home. This suggests that many students migrated to

Samarinda City to pursue their education. Living away from family and adapting to an independent lifestyle may increase the risk of anxiety due to limited emotional support from their immediate family environment. Thus, students living in boarding houses require balanced social support, both from parents and peers, to facilitate their academic adjustment and adaptation to the new environment.

The results showed that of the 108 respondents, 55 (50.9%) received good social support, while 53 (49.1%) received low social support. These findings indicate that approximately half of the respondents had adequate levels of social support from their parents and peers. This result is consistent with the study by Winda and Wulandari (2021), which found a negative correlation between social support and academic anxiety ($r = -0.066$, $p < 0.01$). This supports the idea that social support is crucial when individuals face problems, as they need the presence of trusted people to help them manage those difficulties. Therefore, it can be concluded that social support from both parents and peers is essential in helping students feel valued, loved, and empowered to cope with academic challenges.

Statistical analysis using the chi-square test yielded a p-value of 0.025, which is less than the significance threshold of 0.05. This indicates a statistically significant relationship between social support (from parents and peers) and the anxiety levels of freshmen when facing academic evaluations in the UMKT Nursing Program. Among the 108 respondents who received social support, 18 students (12.2%) reported no anxiety, 13 students (16.3%) experienced mild anxiety, and 24 students (55.0%) reported moderate to severe anxiety. In contrast, among those who received less social support, 6 students (11.8%) reported no anxiety, 19 students (15.7%) experienced mild anxiety, and 28 students (53.0%) experienced moderate to severe anxiety. Although some respondents who received social support still experienced high levels of anxiety, this may be attributed to other contributing factors such as physical needs, social stressors, or environmental pressures that may exacerbate anxiety.

These findings are supported by a study by Sula Kristiani and Kristianingsih (2023), which also found a significant relationship between social support and anxiety ($p = 0.037$). Similarly, research by Misalia et al. (2022) reported a significant result with a p-value of 0.022. However, these findings differ from those of Meliala et al. (2021), who found no significant relationship between social support and anxiety ($p = 0.751$). This discrepancy may be due to differences in respondent characteristics. Meliala et al.'s study focused on final-year students working on their thesis, while this study involved first-year students facing early-stage academic evaluations. Therefore, the context and stress levels faced by each group vary considerably.

Conclusion

This study confirms a significant relationship between social support and academic anxiety among first-semester nursing students. Stronger support from parents and peers is associated with lower anxiety levels, indicating that social support serves as a protective factor during academic transitions. These findings highlight the importance of fostering supportive environments through campus programs and family engagement to promote student well-being. Future research should involve more diverse samples and analytical approaches to enhance generalizability and deepen understanding.

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Authors' contribution

Each author contributed equally in all the parts of the research. All authors have critically reviewed and approved the final draft and are responsible for the content and similarity index of the manuscript.

Conflict of interest

The researchers stated that there is no conflict of interest related to the implementation and publication of the results of this research. The entire research process, from planning, data collection, analysis, to report preparation, was carried out independently without any influence or pressure from any third party. A commitment to research ethics is upheld throughout the research process, ensuring transparency, accuracy and honesty in reporting results. Respondents' participation was voluntary with informed consent, and their confidentiality and privacy were maintained in accordance with applicable research ethics standards. With this statement, researchers hope that the research results can be trusted and used as a valid reference for the development of science and health practices related to ethnomedicine and reproductive health.

Ethical consideration

Not applicable.

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