

The Relationship between Self-Confidence and Social Support and Career Anxiety in Buddhist Students

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Abstract - Obtaining or getting a job is generally a career achievement that occurs when individuals enter adulthood. This can trigger anxiety, especially in individuals in the changing times who are generally just starting a career, such as a student who has completed his studies. This study aims to determine the relationship between self-confidence and social support with career anxiety in Buddhist students. The sample in this study was 80 Buddhist students using purposive sampling. The data analysis method in this study uses multiple linear regression techniques. The results showed that in the first hypothesis test, there is a significant relationship between self-confidence and career anxiety. The second hypothesis shows that there is a significant relationship between social support and career anxiety. The third hypothesis shows that self-confidence and social support simultaneously have a significant effect on career anxiety in Buddhist students.

Keywords: Self Confidence, Social Support, Career Anxiety.

I. INTRODUCTION

Developments in Indonesia come from various fields, one of which is education. Indonesian people are starting to decide to pursue higher education by continuing their education at the state or private universities of their choice. This will give rise to people who have more knowledge that cannot be obtained from elementary, middle, or high school, namely students. Students can be defined as individuals who are studying at the tertiary level, both state and private, or other institutions at the same level as tertiary institutions (Siswoyo,2007). After completing their undergraduate degree, most students will look for job vacancies and work in a place that suits their wishes. This will be a student's dream after graduating from college. However, the facts show that college graduates can have difficulty finding job vacancies.

Menteri Tenaga Kerja (Menaker) RI, Ida Fauziyah, said that around 12 percent of unemployment in Indonesia is currently dominated by undergraduate and diploma graduates (Grehenson, 2023). This condition makes many people feel worried and not confident. Prospective workers who will enter the world of work must be prepared to face intense competition in finding and getting work. Apart from that, prospective workers who will enter the world of work must be ready both physically and mentally. Anxiety in facing the world of work is also experienced by Buddhist students in Central Java. One of the universities in Central Java has six study programs, namely, Buddhist Religious Education, Buddhist Counseling, Buddhist Ministry, Elementary Teacher Education, Communication Studies, and Tourism. Buddhist students are required to become intellectuals by being equipped with knowledge according to the major they take. The goal is for graduates to be able to compete in facing challenges in the world of work in the modern era, but because competition in the world of work is getting fiercer day by day, these students experience anxiety.

Based on these conditions, researchers focused their research on students of Buddhist Religious Education, Buddhist Counseling, and Buddhist Ministry study programs. From the results of unstructured interviews conducted by researchers on February 25, 2023, with Buddhist students, researchers obtained

information that they experienced their feelings of fear. They are worried about the increasingly fierce competition in the world of work, and they also feel that they lack the abilities and skills that match the education they have taken. Apart from that, support from the family also influences their anxiety, because sometimes there are parents who do not allow their children to go abroad too far, for example outside the city or Java. Social support from parents will provide great moral support for a student who is experiencing anxiety in facing the world of work. Just like during college, social support from parents will be the main reason among the many reasons that will influence students' resilience in completing their education at university. He can get or feel this from family, friends, co-workers, or partners.

Social support can protect a person's soul from stress and anxiety, in other words, this social support will be able to reduce the tendency for things to arise that can trigger anxiety. House (1981), social support is the support felt by someone when experiencing difficulties or being in trouble which is obtained through interpersonal relationships with other people. Taylor (2009) revealed that social support can be more meaningful for individuals if it is provided by people who have close relationships with the individual concerned. (Smith, 2011) revealed that providing comfort, motivation, and attention through family and relatives is a form of positive social support and functions to reduce anxiety levels. Like pressure regarding the future, in this case, it is related to work.

Another factor that causes students to feel anxious apart from social support is a lack of self-confidence in the students themselves. Some of them said they weren't sure about him. They worry that in the world of work, there will be many things that are different from the things learned in lectures because each region has a different culture. Meanwhile, in the world of work, they have to be able to do everything required by a company and also adapt to local culture. Lauster in (Ghufron, 2017) defines self-confidence as gained from life experiences. Self-confidence is a personality aspect in the form of belief in one's own abilities so that they are not influenced by other people and can act according to their wishes, happy, optimistic, quite tolerant, and responsible. According to (Lauster & Gulo, 2002) the characteristics of an individual who has low self-confidence are that the individual feels that the actions taken are inadequate, the individual feels not accepted by the group or other people, and the individual feels easily nervous. Individuals feel anxious about expressing their ideas in public.

This research aims to determine the relationship between social support self-confidence and career anxiety, which in this research focuses on students' irrational beliefs. A student has a dream of getting a job that suits his field. A phenomenon that often occurs is that many graduates are still unemployed. This sometimes makes students even more anxious about their future careers. Social support from those closest to you plays a big role in this. This was stated by (Santo & Alfian, 2021) the results of his research revealed that the higher the social support, the lower the anxiety felt by students. As with self-confidence and career anxiety, there is also a relationship between the two. This is following the results of the research conducted (Beiter, dkk 2015) which states that final-year students have higher anxiety about plans after graduating from college and looking for work after graduating from college compared to students at lower levels. Nadziri, 2018 in (Putri dkk, 2020) stated that anxiety about the future usually arises because the main factor is the world of work. Anxiety in facing the world of work is a level of unpleasant feeling characterized by emotional, cognitive, and physiological reactions.

Freud (in Feist, 2012) explains that anxiety is a situation that is felt to be unpleasant which is followed by a person's physical sensation that warns of imminent danger. (Nevid et al., 2005) states that one of the factors that causes anxiety is social environmental factors. These factors include exposure to threatening or traumatic events, observing fearful responses in others, and lack of social support. Career anxiety is an antecedent of the decision-making process; anxiety around decision-making makes a person unable to develop decision-making skills, and hence the person avoids making career decisions (Hornak, J., & Gillingham, 1980; Kaplan, D. M., & Brown, 1987).

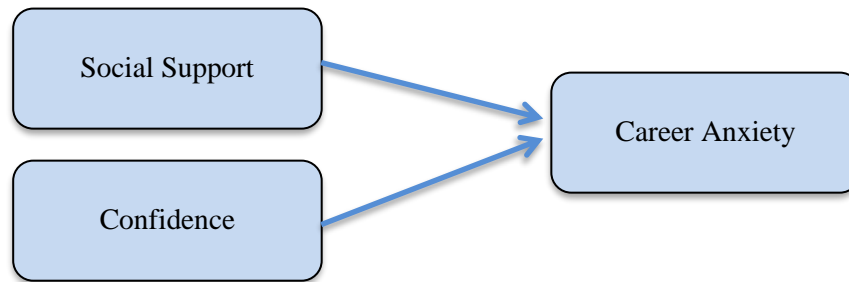


Figure 1. Research Model

So based on the previous literature review, the following hypotheses were formulated:

- H1: There is a negative relationship between self-confidence and career anxiety in Buddhist students. This means that the higher your self-confidence, the lower your level of career anxiety.
- H2: There is a negative relationship between social support and career anxiety in Buddhist students. This means that the higher the social support, the lower the career anxiety.
- H3: There is a relationship between self-confidence social support and career anxiety in Buddhist students.

II. RESEARCH METHOD

This research uses multiple linear regression research methods. The data analysis technique used in this research uses statistical analysis techniques. The population of this study was Buddhist students from the Buddhist Religious Education, Buddhist Extension, and Buddhist Education study programs, totaling 110 people. The sample was taken using purposive sampling with the criteria of Buddhist students. The researcher used the entire existing population, with the provision of 30 students for validity testing, and the remaining 80 researchers were used for the research sample. Testing of the measuring instrument for each variable was carried out through: First, a reliability test using the internal consistency approach of the Alpha formula. The results of the Alpha reliability test for the career anxiety scale, social support, and self-confidence obtained a reliability coefficient of 0.917, this shows that the reliability coefficient for the career anxiety scale, social support, and trust have exceeded the minimum reliability coefficient of 0.700. Second, the item discrimination test was carried out to test the relationship between items using the product moment correlation formula. The classical assumption test is carried out as a condition for interpreting the results of multiple regression analysis calculations. The assumption tests used in this research include normality, linearity, multicollinearity, and heteroscedasticity tests. All the assumption tests that have been carried out have results that comply with the requirements of each assumption test so that multiple regression analysis can be carried out.

III. RESULTS AND DISCUSSION

Result

First Hypothesis

The results of data analysis for the self-confidence variable obtained a coefficient value of $t = -5.002$ with significance = 0,000 ($p < 0,01$). This means that self-confidence has a significant negative relationship with career anxiety. The results of this analysis state that the research hypothesis which states that there is a negative relationship between self-confidence and career anxiety in Buddhist students is accepted.

Table 1. Test results of linear regression analysis of self-confidence variables with career anxiety

Connection	t _{count}	Significance (p)
Self-Confidence with Career Anxiety	-5,002	0,000

Source: SPSS output version 20

Second Hypothesis

The results of data analysis for the social support variable obtained a coefficient value of $t = -2.789$ with significance = 0,007 ($p < 0,01$). This means that social support has a significant negative relationship with career anxiety. The results of this analysis state that the research hypothesis which states that there is a relationship between social support and career anxiety in Buddhist students is accepted.

Table 2. Test results of linear regression analysis of social support variables with career anxiety

Connection	t _{count}	Significance (p)
Social support with career anxiety	-2,789	0,007

Source: SPSS output version 20

Third Hypothesis

The results of the multiple linear regression analysis calculations shown in the table above, F_{count} was 44.929 with a significance of 0.000 ($p < 0.01$), which means that self-confidence and social support simultaneously correlate very significantly with career anxiety in Buddhist students. Furthermore, R^2 was found to be 0.539, which means that the two independent variables, namely self-confidence and social support, together were able to contribute 53.9% to changes in the career anxiety variable. Based on the results of this analysis, the third hypothesis which states that there is a relationship between self-confidence social support, and career anxiety in Buddhist students can be accepted.

Table 3. Simultaneous Influence of Independent Variables

Model	F	Sig.	$R^2 = 0,539$
1 Career anxiety	44,929	0,000	

Source: SPSS output version 20

R² Effective Contribution of Each Variable

Based on the calculation results, it can be seen that the effective contribution of the self-confidence variable (X1) to career anxiety (Y) is 35.96%, while the effective contribution of the social support variable (X2) to career anxiety (Y) is 17.81%, so based on This means that variable X1 has a more dominant relationship with variable Y than variable X2. The total SE is 53.77% or almost the same as the coefficient of determination (R-square) for regression analysis, namely 0.539. Meanwhile, the relative contribution (SR) of the self-confidence variable (X1) with career anxiety (Y) is 66.71%, while the relative contribution (SR) of the social support variable (X2) with career anxiety (Y) is 33.04%. The total SR is 99.75%.

Table 4. Effective contribution of each variable

Variable	Regression Coefficients (Beta)	Correlation coefficient (r)	R ²
Confidence	-0,513	-0,701	0,539
Social support	-0,286	-0,623	0,539

Regression Line Equation

Regression equation The regression equation is as follows: $Y = a + b_1X_1 + b_2X_2$ it is known that $a = 141.279$ $b_1 = -0.380$ and $b_2 = -0.271$ From the regression equation, it is known that:

- The constant value of 141.279 means that if the variables X_1 and X_2 are equal to 0 (zero), then Y is 141.279
- The regression coefficient X_1 of -0.380 indicates that X_1 has a negative relationship (in the opposite direction) to Y , meaning that an increase in
- The regression coefficient X_2 of -0.271 indicates that X_2 has a negative relationship with Y , meaning that an increase in

Table 5. Regression line equation

Variable	Regression Coefficients	t _{count}	Sig.
Constanta	141,279		
X1	-0,380	-5,002	
X2	-0,271		
F _{count}	44,929		0,000
Rsquare	0,539		

Discussion

Based on the results of data analysis, it proves the truth of the first hypothesis which states, "There is a negative relationship between self-confidence and career anxiety in Buddhist students". These findings show that self-confidence is negatively related to career anxiety. This means that high and low self-confidence is related to career anxiety in Buddhist students. Previous researchers suggested that there is a relationship between self-confidence and career anxiety. The results of this study are in line with the research results (Setiawan, 2018) (Ningtyas, 2022) (Wilfrida, 2023), which states that there is a significant negative relationship between self-confidence and student career anxiety. The higher a student's self-confidence, the lower career anxiety tends to be. Research conducted on Buddhist students showed that the self-confidence variable contributed to the career anxiety variable. It is important to understand that self-confidence can include beliefs about one's abilities, competence, and worth, while career anxiety can include worries about the future of one's career, uncertainty about career choices, or feelings of not being ready to face challenges in the world of work. Self-confidence has a crucial role in shaping a person's career. Confident students tend to be more able to take risks, face challenges, and pursue opportunities that may open up in front of them. This means that when a

student has high self-confidence, career anxiety will be lower. This research also considers what factors influence student self-confidence, both internally and externally. The results of data analysis also show that partial self-confidence contributes 35.96% to career anxiety, so other factors cause someone to experience career anxiety. The second hypothesis, based on the results of data analysis, proves the truth of the second hypothesis which states, "There is a negative relationship between social support and career anxiety in Buddhist students", it is proven that there is a relationship between social support and career anxiety in Buddhist students. Previous researchers suggested that there is a relationship between social support and career anxiety, whereas in career anxiety there is one dimension, namely irrational beliefs about work. The results of this study are in line with the research results (Santo & Alfian, 2021), (Fatmawati, 2016), (Walia, 2021).

Previous research conducted by (Santo & Alfian, 2021), stated that there is a relationship between social support and anxiety in facing the world of work in final year students, which means that if the social support received by the individual is high then anxiety in facing the world of work will decrease, and vice versa. This was also conveyed by (Fatmawati, 2016) who in his research stated that there was a relationship between social support and student career anxiety. Research conducted on Buddhist students showed that the social support variable contributed to the career anxiety variable. This means that when a student receives social support from the people around him, career anxiety will be lower. High social support will make a student have positive and rational thoughts about future work. The results of data analysis also show that partial social support contributes 17.81% to career anxiety.

Third hypothesis: The results of data analysis show that the third hypothesis is proven, which states, "There is a relationship between self-confidence and social support and career anxiety in Buddhist students." Simultaneously or together, self-confidence and social support are significantly related to career anxiety in Buddhist students. These findings imply that if students have good self-confidence and social support, career anxiety will significantly decrease. In other words, good self-confidence and social support can suppress the emergence of career anxiety in Buddhist students. With the support of the partial influence of the self-confidence and social support variables, the combination of these two variables, namely self-confidence and social support, will be able to significantly reduce the emergence of career anxiety in Buddhist students. The results of data analysis also show that the role of the two independent variables contributes: to self-confidence 66.71% and social support 33.04%, to reducing career anxiety in students. Self-confidence can make someone more confident in their abilities. This is also in line with the statement by Bandura in (Purnamaningsih, 2003) which defines self-confidence as a belief that a person has that he can behave as required to obtain the expected results. When someone has high self-confidence, that person tends to have confidence in getting or achieving something they hope for.

Social support takes the form of real, emotional, and informational support from family members, peers, and those closest to you (Burluson, 2009). Social support can be provided in various ways. According to (Smith, 2011) Social support can take the form of emotional support by providing attention, concern, and empathy to create a feeling of security and comfort. Instrumental support by providing direct assistance to someone who is facing a problem. Supporting information is information, suggestions, or suggestions for solving problems, as well as appreciation support, namely giving awards to individuals. So when a student receives a lot of social support, positive thoughts about future work will emerge. Apart from self-confidence and social support, there may be other factors that influence career anxiety. According to (Tsai, 2017) suggests that in career anxiety there are 4 dimensions, namely personal abilities, irrational beliefs about work, work environment, and professional education training. This research only uses one of the 4 dimensions proposed by Tsai. The other 3 dimensions likely have a relationship with career anxiety.

IV. CONCLUSION

Based on the results of data analysis that has been carried out regarding the relationship between self-confidence social support and career anxiety in Buddhist students, this study used a scale of irrational beliefs about work using multiple linear regression analysis techniques that used data in the form of a measuring scale distributed to as many as 80 respondents, several conclusions can be drawn as follows: Self-confidence is proven to have a significant relationship with career anxiety in Buddhist students. This means that the higher self-confidence, the career anxiety in students decreases significantly. Social support was proven to be significantly negatively related to career anxiety in Buddhist students. This means that the results of this

research are empirical findings regarding the level of social support. The better the level of social support, the more career anxiety in Buddhist students will decrease significantly. Simultaneously, self-confidence and social support are proven to have a significant relationship in suppressing career anxiety in Buddhist students. These two variables together have a contribution of 53.77% in reducing career anxiety in Buddhist students. Therefore, it is important to pay attention to these two aspects to reduce career anxiety in Buddhist students.

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