



## Analysis Of The Impact Of Social Support On Depression Among University Students

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### ABSTRACT

Depression is one of the mental health disorders that is increasingly experienced by university students. Social support is believed to help reduce the level of depression through providing emotional, informational, and instrumental assistance. This study aims to analyze the relationship between social support and depression in university students in the Special Region of Yogyakarta (DIY). This research design is quantitative with a cross-sectional approach, involving 596 students from 11 universities selected by proportional random sampling. The research instruments included the Oslo Social Support Scale (OSS-3) to measure social support and the Depression Anxiety Stress Scale (DASS-21) to measure depression levels. Data analysis was conducted using the Spearman Test. The results showed that students' social support scores were included in high social support (mean=9.73), while depression scores were in the low category (mean=4.78). Statistical analysis showed a weak but significant positive relationship between social support and depression ( $r=-0.221$ ;  $p=0.000$ ), positive handling and effective adaptation can improve students' perceptions of social support, enabling them to better mobilize personal, family, and community protective factors when facing various life challenges, thereby reducing or eliminating difficulties and suppressing the onset of depressive symptoms, while negative handling styles produce the opposite effect. The regression test shows that if the social support score decreases by 2 points, the depression score will increase by 1 point. It is hoped that the results of this study can be the basis for intervention in increasing social support to prevent depression in college students.

**Keywords:** Social Support, Depression, Student

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## INTRODUCTION

According to data from the World Health Organization (WHO) in 2019, there were about 280 million people in the world experiencing depression. 3.8% of the population has depression, including 5% of adults (4% in men and 6% in women) and 5.7% of adults over 60 years old. It is about 50% more common in women than in men, with the WHO (2023) age group category of 15 to 29 years.(1) Nationally, the prevalence of depression in Indonesia in 2023 is 1.4%. The highest prevalence of depression is in the youth group (15-24 years), which is 2% WHO (2020).(2)

Cases of global depression among university students are also increasing according to previous research data.(3) This is in line with Luo's research (2024) which showed a relatively high prevalence of depression in college students is relatively high at around 48.9%.(4) Research conducted by Hasanah (2020) that 21.1 percent of students experienced mild depression, 17% experienced moderate depression, and 3.4% experienced moderate depression. moderate depression, and 3.4% experienced severe depression.(5) According to data Indonesian Health Survey, the prevalence of depression in Indonesia is 630,827 people experiencing depression with a percentage of 1.4%.(6) For the Special Region of Yogyakarta Province with 4 regencies/cities, 8,697 people experienced depression, 5.49%. With depression data in the Kulon Progo district of 958 people 4.38%, Bantul 2,286 people with a percentage of 6.19%, Gunung Kidul 1,683 people 8.25%, Sleman with 2,761 people 3.48, and Yogyakarta a total of 1,009 with a percentage of 5.83%.(7)

Depression can be defined as a mental health disorder characterized by persistent depressed mood, loss of interest in activities, which causes significant impairment in daily life.(8) Solutions for managing depression in college students with medication, psychotherapy, stress management training, promoting self-efficacy, encouraging physical activity, and fostering healthy living habits and having good social support.(9)

Quality of life is influenced more by social support from family than other relationships. other relationships. This may be because families need emotional support in situations to improve their health, but social support from other people can also improve social relationships.(10) This is supported in the results of the study, which suggests that it is very important for students because it is very important for them to have good social support. which suggests that it is very important for students because it significantly affects academic resilience and the ability to navigate challenges. Social support provides emotional assistance and fosters perseverance, encourages reflective and adaptive help-seeking, and provides a positive emotional response. positive emotional responses, this results in improved academic performance and persistence.(11)(12) Students who have low social support will trigger depression the emergence of depression.

Similar research has been conducted on university students, the results of which show that there is a negative correlation between social support and depression.(13) Although this study measures the same variables in the student population, it is conducted at a more varied university with a larger sample size so that it is expected to describe the condition of students who have diverse characteristics. addition, this study will analyze the effect of social support on student depression using regression tests so that it is known how much influence it has not seeing the relationship.

## **METHODS**

This type of research design used in this study is quantitative with a cross sectional approach. Data were collected in the Special Region of Yogyakarta (DIY) from August to October 2024. In this study, the sample totalled 596 students from eleven different universities were selected by proportional random sampling based on the proportion of the

number of universities in each district or city. After obtaining the names of the colleges, the researcher conducted the same technique based on the student body for each college available on the Higher Education Database (PDDIKTI) website. For the Pearson test, using G-Power to calculate the minimum sample size, with a medium effect size (0.3),  $\alpha$  0.05, power 0.95 and a 2-tailed hypothesis with a result of 584 samples. The sample calculation for each university was carried out by the researcher using rounding up so that 596 respondents were obtained. The sample inclusion criteria were active students in the current semester who were willing to become respondents, while the exclusion criteria were students who did not fill out the questionnaire at the specified time.

To speed up and facilitate the data collection process, the researcher contacted the contact person of each college, after obtaining the names of the students who would be the sample. The researcher helped form a WhatsApp group at each college. The researcher then shared a link to the zoom meeting meeting in the group to provide a detailed explanation of the questionnaire to discuss which included the objectives, procedures, risks, benefits, confidentiality of respondent data, and how to fill out the questionnaire, after explaining to the respondent the researcher shared a Google Form link which contained a formular agreement to become a respondent and several questions that had been prepared. Researchers also actively supervise the process of filling out the questionnaire, check the completeness of the answers, then give appreciation to respondents in the form of thanks and in the form of e-money or credit according to the wishes of the respondents.

In this study, two instruments were used, namely the Oslo Social Support Scale (OSS-3) and the Depression Anxiety Stress Scale (DASS-21). The OSS-3 questionnaire is a closed, multiple-choice questionnaire about social support containing 3 questions, while the DASS-21 contains 21 questions from which 7 questions are taken to measure respondents'

depression. The Oslo Social Support Scale (OSSS-3) questionnaire was developed by *Kocalevent*, which is a multidimensional instrument consisting of three main dimensions: close network, concern of others, and neighbors. This scale consists of 3 items, where each item represents one dimension, with five answer options based on the Likert scale. This instrument has a level of reliability with a Cronbach's  $\alpha$  value of 0.64. Then for the DASS-21 measuring instrument is a short version of the DASS 42 developed by Lovibond (1995) which has been adapted and has been translated into Indonesian proven by Kinanthi, as a valid and reliable instrument for measuring depression levels with Cronbach Alpha coefficient: 0,912 the reliability value of each dimension is  $>.7$ . These results are in accordance with several other studies conducted in Indonesia, namely the Indonesian version of the DASS-21 has a good reliability value and tends to be consistent with the population sample(14).

Data on respondent characteristics include (gender, age, semester, and GPA) and then analyzed using distribution (frequency and presentation) while social support and depression variables were analyzed using the mean median, and standard deviation, Data were tested using the spearman test with a p value of 0.05. This study has obtained ethical approval from the UNRIYO Health Research Ethics Commission (KEPK) with number 075.3/FIKES/PL/VI/2024.

## RESULTS

### Respondent Characteristics

The frequency distribution of respondent characteristics of the Relationship between Social Support and Depression in College Students in Jogja is presented in table 1 below.

**Table 1.**  
**Frequency Distribution of Respondent Characteristics (n=596)**

Respondent Characteristics	N	%
<b>Gender</b>		
Male	165	27,7
Female	431	72,3
<b>Age</b>		
17-20	336	56,4
21-24	246	41,3
25-28	8	1,3
29-39	6	1,0
<b>Semester</b>		
Semester 1-2	67	11,2
Semester 3-4	185	31,0
Semester 5-6	180	30,2
Semester 7- (>8)	164	27,5
<b>Grade Point Average (GPA)</b>		
<2,00	21	3,5
2,00-2,75	21	3,5
2,75-3,50	196	32,9
>3,50	358	60,1

*Source: Primary Data, 2024*

Based Based on table 1, it is known that as many as 596 respondents, the highest frequency is female 431 with a total presentation (72.3%), in the age category the highest frequency is 17-20 years with a percentage (41.3%), 185 respondents (31.0%) with 3-4 semesters, and the most GPA scores were >3.50 with 358 respondents (60.1%)



**Table 2.**  
**Analysis of Social Support among College Students in Yogyakarta (n=596)**

	Mean	Median	Standar Deviation	Min-Max
Social Support	9,73	10,00	1,977	3-14

*Source: Primary Data, 2024*

Based on table 2 above shows the mean (average) value of social support at a value of 9.73, indicating that the average level of social support felt by students is in a fairly high category with the lowest social support value of at least 3 and the highest is 14.

**Tabel 3.**  
**Analysis of Depression in College Students in Yogyakarta (n=596)**

	Mean	Median	Standar Deviation	Min-Max
Depression	4,78	4,00	4,458	0-21

*Source: Primary Data, 2024*

Based on table 2 above shows the mean (average) value of Depression at a value of 4.78, the median Depression with a value of 40.0, SD Depression with a value of 4.458, and Depression with the lowest value of at least 0 and the highest 21.

**Table 4.**  
**Analysis of the Relationship between Self-esteem and Depression in College Students in Yogyakarta**

Variables	r	Nilai p
Social Support Depression	-0,221	0,000

*Source: Primary Data, 2024*

The analysis showed a weak positive relationship between social support and depression among university students in Yogyakarta ( $r = -0.221$ ;  $p = 0.000$ ). This relationship is statistically significant, indicating that social support has an influence on the level of depression, although the strength is not great. Positive handling and effective adaptation can improve students' perceptions of social support, enabling them to better mobilize personal, family, and community protective factors when facing various life challenges, thereby reducing or eliminating difficulties and suppressing the onset of depressive symptoms, while negative handling styles produce the opposite effect.(15)

**Table 5.**  
**Regression Analysis of Social Support on depression**

	<b>B</b>	<b>SE</b>	<b>p-value</b>	<b>95 % CI</b>
Constant	10,210	0,890	0,000	8,462 – 11,958
Social Support	-,558	0,090	0,000	-0,734 – (-0,382)

*Source: Primary Data, 2024*

Based on table 5, it is made together as follows :

$$y = \text{konstanta} + a_1x_1$$

$$\text{Depression} = 10,210 - 0,558 (\text{social support})$$

The With this formula, it can be concluded that if the social support score decreases by 2 (-2), the depression score will increase by 1 point. This supports the negative correlation direction of both variables (table 4).



## DISCUSSION

The results of this study support the results of research abroad in China which previously stated that most of the majority of students as much as 34.8% had a moderate level of social support.(16) However, when compared to the results of research in Indonesia students who have social support in this study have a greater percentage value (68.8% compared to 55.7%).(17) So it can be concluded that there is an increase in the prevalence of social support in university students. Family and friends are the main sources of high-quality social support for university students, as well as the intensity and frequency of their social contacts.(18) Poor or low levels of social support in this study indicate that based on the instruments used, students experience limitations in social interactions, lack sources of support, or face psychological and environmental factors that hinder the receipt or perception of social support.(19)

Social support was found to be a stronger predictor of all types of mental distress than dysfunctional attitudes; higher levels of social support predicted lower depression, anxiety, and stress among university students. Men being more dominant than women is due to differences in social roles and cultural norms. As a result, men have a tendency to utilize self-support mechanisms to strengthen their perceptions and develop positive appraisals, which results in stronger social support. In contrast, women often have lower levels of social support and exhibit a weaker sense of self, more prone to maladaptive emotions that can trigger anxiety and depression.(20) Women have higher levels of technical stress and academic stress. higher than men, and friends are one of the biggest supports, so women more showed a greater tendency to seek support from friends this is in line with.(21)

Based on the results in this study conducted on a number of students in Yogyakarta in 2024, it shows that most of the depression levels with the DASS-21 measuring instrument and 7 questions that assess depression of the majority of students are in the low to moderate category, but a small proportion of students show experiencing higher levels of depression,

which requires special attention students who experience depression are mostly women. This is because the population of research subjects is very diverse which is female and has different levels of depression, with variables of gender, age, semester, and semester. Although the research findings indicated that the level of depression among college students was in the low to moderate category, and some students experienced feelings of sadness, loss of interest, fatigue, and feelings of worthlessness. Depression can be very dangerous if not treated properly. Since depression affects changes in attitude, social and emotional state, psychological state, physical state, and even one's inability to control oneself, which can lead to death by suicide, it is still important to give attention to this issue.

A study of university students noted that students who lack social support from family or friends tend to be more prone to mental health problems and difficulties in daily life. It was also seen that lack of support from parents and classmates could be more influential in causing depression than lack of support from peers. Social support has been shown to play an important role in improving mental well-being and providing support when facing challenging life situations. Social support is obtained through relationships with family members, friends and the community.(22) When social support is lacking, it can be a factor in depression. affect mental health issues, such as depressive symptoms, especially in university students, and negatively affect their quality of life. This is appropriate when a person is socially integrated and can effectively utilize social support from others, then they will avoid stress and depression. When a person faces a stressful or depressive situation, the presence of others who can provide effective support can reduce the likelihood of that person suffering from stress or depression.(23)

Research conducted on medical students shows that the care provided by them may decline due to ongoing depression. As a result, finding one of the components that affects and can be changed will help prevent and ward off depression in people. If college students can cope well with stress, it will help them solve problems and act as a protector, as well



as maintain emotional stability. Conversely, if college students can cope well with stress, it will not interfere with their learning activities, which means they will get the best results.(24) It is necessary for universities to conduct early detection of student depression and facilitate social support in order to help students overcome their depression

## CONCLUSIONS AND SUGGESTIONS

Students have high social support scores with depression scores that tend towards low. This study concluded that there is a significant influence between social support and depression. Therefore, various strategic efforts in increasing social support, both through the campus environment and family, are important to do in order to maintain the overall mental health of students, can be strengthened through education, campus policies that support mental health, provision of counseling services, and development of community programs

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