

SOCIAL SUPPORT AND EMOTIONAL MATURITY TO REDUCE STUDENTS' ONLINE LEARNING ANXIETY DURING THE COVID-19 PANDEMIC

Andik Matulessy^{1*}, Sahat Saragih², Nawafil³, Hengki Hendra Perdana⁴, Moses Glorino Rumambo Pandin⁵

^{1,2} Faculty of Psychology, Universitas 17 Agustus 1945 Surabaya, Indonesia

^{3,4} Master of Psychology Program Universitas 17 Agustus 1945 Surabaya, Indonesia

⁵Faculty of Humanities, Universitas Airlangga Surabaya, Indonesia

Corresponding Author:

Email: andikmatulessy@untag-sby.ac.id

Address: Psychology Faculty, Universitas 17 Agustus 1945 Surabaya

Jl. Semolowaru, Surabaya, Indonesia

ABSTRACT

The COVID-19 pandemic in Indonesia makes significant impact both physically and psychologically. One month after the President of the Republic of Indonesia announced about the COVID-19 patient cases, the Indonesian Child Protection Commission data during April 2020, depicted that 76.7% of children were not happy to participate in distance learning because 81.8% were only given assignments by the teacher and 73.2% felt they had a heavy task and had a short period of time to complete. This reaction is an indicator of the children's anxiety about distance learning. The anxiety that occurs in these students is assumed to depend on their social support and emotional maturity. When students get optimal family support and are able to control their emotions in the face of a pandemic, they can reduce anxiety in facing online learning. The subjects of this study were 202 junior high and high school students. The results showed that social support and emotional maturity simultaneously affect anxiety in online learning ($F_{reg} = 45.066$, $p = 0.00 < 0.01$). These results can be used as a basis for providing psycho-education to increase family support and emotional maturity to reduce anxiety in online learning.

Keywords: *Social support, emotional maturity, anxiety in online learning*

INTRODUCTION

Early in 2020 the world began to be shocked by an epidemic of diseases caused by the corona virus which became known as COVID-19 (Corona Virus Diseases-19). This virus is known to have begun to develop in Wuhan, China (Jawahir Gustav Rizal, 2020). This virus outbreak is indeed very fast, spreading to various countries in the world. World Health

Organization (WHO), declared the 2019-2020 corona-virus outbreak as Public Health Emergency of International Concern (PHEIC) on January 30, 2020 (Supriatna, 2020).

The spread of COVID-19 is the cause of the highest death rate in various countries in the world today. Many victims have died, and even many medical personnel who became victims died. This is a problem that must be faced by the world today to carry out various policies, including Indonesia. Indonesia feels the impact of the spread of this virus which is increasingly spreading to a number of regions in Indonesia. Data as of 23 December 2020 showed that there were 685,639 positive COVID-19 cases (covi19.go.id, 2020).

Education in Indonesia is also affected by the COVID-19 pandemic. The Ministry of National Education issued a policy, namely by closing schools and replacing the Teaching and Learning Activities process by using an online system. This online learning system turns out to cause various problems faced by students and teachers, namely the subject matter that has not been delivered by the teacher is then replaced with other assignments. Students complain because the assignments given by the teacher become more numerous. Another problem with this online learning system is that access to information is constrained by signals which causes slow acquisition to information. Sometimes students are lagging behind the learning information due to inadequate signals. As a result, they are late in collecting assignments. Praghlapati (2020) emphasized that many mental health problems that occur in students, Praghlapati (2020) emphasized that many mental health problems happen to students, particularly increased stress, anxiety, and fear that cause psychological distress, fear that causes psychological disorders, such as acute stress disorder, post-traumatic stress disorder, depression and suicide.

Based on a survey by the Indonesian Child Protection Commission on April 13-20, 2020 of 1,700 students from various levels of education, around 76.7 percent of them said they were not happy with distance learning. Only 23.3 percent of the respondents thought the learning was impressive (Mediana, 2020). In a virtual press conference, Monday (27/4/2020) in Jakarta, Retno Listyarti, and the Commissioner of the Indonesian Child Protection Commission said that the reasons for students not being happy with online learning were various. As many as 81.8 percent of respondents admitted that for four weeks of online learning the teacher only gave assignments, there is even rarely an explanation of material and discussion. As many as 73.2 percent of respondents felt that they received a heavy task from the teacher, because they were given a short time to complete the assignment. About 44.1 percent of respondents said that they were only given 1-3 hours of the lesson a day. As many as 34.2 percent of respondents said they were given 3-6 hours a day to carry out the task (Mediana, 2020). This survey also asked about difficulties faced by the respondents during online learning. As many as 77.8 percent of the respondents admitted that the main difficulty was piling up the tasks. Then, 37.1 percent of the respondents said it was difficult to rest because of the limited time to do the tasks. Around 42.2 percent of respondents complained about the internet quota problems (Mediana, 2020).

The conditions during the COVID-19 outbreak will cause a change in the learning patterns from previously face-to-face in class to online. The difficulties and discomfort of students in participating in online learning will trigger panic which affected on the emergence of their learning anxiety that will cause a negative impact on their learning process and psychological development as well. To overcome student's learning anxiety, it is necessary to know the reasons that can cause worry in a person. Anxiety can be defined as an uneasy

mental state characterized by worries, uneasiness, and unfavorable prejudices that cannot be avoided by a person (Hurlock, 2004). According to Atkinson et al, (2008) anxiety is an unpleasant feeling, characterized by worry, concern, and fear that are sometimes experienced to varying degrees. Kirklan (in Slameto, 2010) stated that moderate levels of anxiety usually encourage learning, while high levels of anxiety interfere with learning.

Research by Oktawirawan (2020) concluded that online learning carried out during the COVID-19 pandemic turned out to raise anxiety in high school, vocational and university students. The anxiety arises because students do not understand the learning material, have a difficult time to complete assignments according to the time limit, have limitations in accessing the internet, face various technical obstacles and are worried about confronting the next material. Hence, it can be concluded that anxiety in learning is a feeling of depressed in facing difficulties in online learning which is characterized by feelings of worry, and concerned. Anxiety in the learning process during the pandemic was also found by Hasanah et al (2020) who found that out of the 190 students of Dharma Wacana Nursing Academy, 79 students experienced mild anxiety, 23 students experienced mild stress and 7 students experienced mild depression. Whereas anxiety in learning will certainly have a negative impact on decreasing academic achievement. This is shown from the research of Agboola and Evans (2015), Singh (2015), Shibli (2015) and Rehman (2016) in Ajmal and Ahmad (2019).

Based on research, there are several factors that cause anxiety in a person, including social support (Kotijah, 2018). Social support is an external source that helps individuals to overcome a problem, regardless of the form of support provided. Social support can explain why some people cope better than others when faced with the same stressful conditions (Sarwono and Meinarno, 2009). Az-Zahrani (2005) stated that the factors that influence anxiety are support from various environments, namely: (a) The Family Environment, namely the condition of the house which is full of quarrels or full of misunderstandings and parents' indifference to their children (including studying), can cause discomfort and anxiety to the child while at home; b) Social Environment: individuals who are in a bad environment then bring out a bad behavior, will lead to various bad judgments in the eyes of society. Environmental conditions that are not supportive can cause anxiety in online learning.

Apart from social support factors emotional maturity also influence anxiety (Wahyuningsih and Yuliasari, 2017). According to Martin (2003) emotional maturity is the ability to accept negativity from the environment without retaliating with a negative attitude, but with wise actions. Furthermore, Mappiare (1983) argued that emotional maturity is a condition that has reached the maturity level in a person so that he can direct and control strong basic emotions; a channel that can be accepted by him and others. Meanwhile, according to Kapri & Rani (2014) emotional maturity is not related to physical maturity, but emotional maturity, namely how well an individual can respond to a situation he is facing, control emotions, and behave maturely when dealing with others. Chaplin (2011) defines emotional maturity as a condition that leads to the maturity of emotional development, so that individuals no longer show emotions like they were in childhood. Thus, individuals who can show mature emotions are easy to face pressures so they are not easy to experience anxiety in online learning.

Based on the description of the theory above, the hypothesis is structured as follows:

1. There is a relationship between social support, emotional maturity, and anxiety in dealing with online learning among students during the COVID-19 pandemic.
2. There is a negative relationship between social support and anxiety in dealing with online learning among students during the COVID-19 pandemic.
3. There is a negative relationship between emotional maturity and anxiety in dealing with online learning in students during the COVID-19 pandemic.

MATERIAL AND METHOD

Research Subject

The subjects of this study were 202 students of Public Junior High School 1 Ganding, Public Junior High School Guluk Guluk, and *Madrasah Tsanawiyah* Raudlatul Iman, Sumenep, Madura.

Anxiety Scale on Online Learning

Students' anxiety on online learning is an unpleasant feeling, in the form of worry, fear, and concern when facing online learning. The online learning anxiety scale uses Scully's aspects (2001) consisting of psychological, somatic, and physical aspects. The test results show that 76 out of 100 items on the online learning anxiety scale has a discrimination index above 0.25, while the reliability test results show the Cronbach Alpha value of 0.969.

Table 1. Distribution of Anxiety Scale Items in Online Learning

No	Aspects	Item		Total Item	
		F	UF		
1	Psychological aspects	3,5,7,9,13,15,21,2	2,6,8,12,14,16,18,		
		3,25,27,29,31,33,	22,24,26,28,30,32	33	
2	Somatic aspects	35,37,39	,34,36,38,40		
		41,43,45,51,53,55	44,50,52,54,56,58	27	
3	Physical aspects	,57,61,63,65,67,6	,62,66,68,72,74,7		
		9,71,73,75	6	16	
		77,79,83,85,91,93	78,82,84,86,88,92		
		,95	,94,96,100		
TOTAL		38	38	76	

Social Support Scale

Social support is the help students get from their families and the surrounding environment, giving rise to feelings of being cared for, valued, loved and comfortable. The social support scale includes Canavan and Dolan aspects (in Tarmidi and Rambe, 2010) consisting of emotional, reward, instrumental, informative, and social network supports. The test results show that 38 out of 48 items on the social support scale have a discrimination index above 0.25, while the reliability test results show a Cronbach Alpha value of 0.936.

Table 2. Social Support Scale

No	Aspects	Item		Total item
		F	UF	
1	Emotional support	1,3,5,7	2,4,6,8	8
2	Appreciation support	9,11,13,15,17,19	12,16,18	9
3	Instrumental support	21,23,25,27,31	22,24,26,28,30,32	11
4	Informative support	33,35	34,36,38	5
5	Social network support	45,47	44,46,48	5
TOTAL		18	20	38

Emotional Maturity Scale

Emotional maturity is the students' condition that has reached the maturity level so that they are able to direct and control emotions that can be accepted by themselves and others. The scale of emotional maturity includes Walgito's aspects (in Guswani and Kawuryan, 2011), namely: being able to accept both his condition and others, not being impulsive, being able to control his emotions, being patient, understanding, generally having good tolerance, and having good responsibility. The test results show that 32 out of 48 items on the emotional maturity scale have a discrimination index above 0.25, while the reliability test results show a Cronbach Alpha value of 0.933.

Table 3. Distribution of Emotional Maturity Items

No	Aspects	Item		Total item
		F	UF	
1	Can accept his or other's situation.	1,3,5	2,4,6,8	7
2	Not impulsive.	11,13,15	12,14,16	6
3	Can control emotion.	17,21,23	18,20,22	6
4	Patient, understanding, and generally have a good tolerance.	25,27,29	26,28,	5
5	Having a good responsibility, being able to stand alone is not easy. Experiencing frustration and will deal with problems with full consideration.	39,43,45	40,42,44,46,48	8
TOTAL		15	17	32

RESULTS

Before the multiple regression analysis is carried out, the normality and linearity tests of the relationship are carried out first in the research data. The results of the distribution normality test using the One-Sample Kolmogorov-Smirnov Test with the help of the SPSS

for Windows 20.0 program show a significant value of $p = 0.2 > 0.05$, meaning that the data distribution is distributed normally.

Meanwhile, the results obtaining from the linearity test for the relationship between variables using the Compare Means analysis show a Linearity score of $F = 38,649$ with a significance of $p = 0.000 < 0.05$. This means that there is a linear relationship between the social support variables and anxiety. The results obtaining from the linearity test for the relationship between variables using compare means analysis show a linearity score of $f = 55,797$ with a significance of $p = 0.000 < 0.05$. This means that there is a linear relationship between the variables of emotional maturity and anxiety. The table of output coefficients in the collinearity statistic section shows that the tolerance value for the social support variable (x_1) and emotional maturity (x_2) is 0.978, greater than 0.10. Meanwhile, the VIF value for the social support variable (x_1) and emotional maturity (x_2) is $1.023 < 10.00$. Therefore, it can be concluded that multicollinearity symptoms do not occur in the regression model.

The results of the regression analysis are as follow:

Table 4. Regression Analysis Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7287.157	2	3643.579	45.066	.000 ^b
Residual	16089.224	199	80.850		
Total	23376.381	201			

Table 4, shows that the significance value for social support effect (X_1) and emotional maturity (X_2) simultaneously on anxiety (Y) is $0.00 < 0.01$. Therefore, it can be concluded that social support and emotional maturity simultaneously have a negative effect on anxiety.

The results of the partial correlation test to find out about the relationship between the x variable by controlling other x variables related to y are as follow:

1. The results obtained from the partial correlation test to see the effect of social support (X_1) on anxiety (Y) is a p value of $0.000 < 0.01$. It can be concluded that the influence of social support on anxiety in online learning has a significant negative effect. This means that the higher the social support, the lower the anxiety in online learning, on the contrary, the lower the social support the higher the anxiety in online learning.
2. The results obtained from the partial correlation test to see the effect of emotional maturity (X_2) on anxiety (Y), is a p value of $0.000 < 0.01$. It can be concluded that the effect of emotional maturity on anxiety in online learning has a significant negative effect. This means that the higher the emotional maturity, the lower the anxiety in online learning, on the contrary, the lower the emotional maturity, the higher the anxiety in online learning.
3. Meanwhile, the R Square result shows 0.312. This means that 31.2% of students' anxiety in online learning is influenced by social support and emotional maturity, while 68.8% is influenced by other factors.

DISCUSSION

The regression analysis results show that the hypothesis is proven. There is a relationship between social support and emotional maturity with anxiety in online learning, both simultaneously and between 2 variables (x_1y and x_2y). Thus, social support is

negatively correlated with anxiety in online learning, meaning that the higher the social support students get, the lower the anxiety in facing online learning. On the other hand, the more difficult it is to get social support, the higher the anxiety that will emerge in online learning. In addition, there is a negative correlation between emotional maturity and student's anxiety in online learning. It means that the more mature the students' emotions, the less anxiety they will be in facing online learning. On the other hand, the lower the emotional maturity, the higher the anxiety in online learning.

As it is known, during the COVID-19 pandemic there are many psychological impacts that occurred in various fields, one of them is education. It turns out that the change in policy from face-to-face to online learning has an impact on unreadiness, from the schools, teachers and students. The psychological impact that occurs during online learning is the emergence of anxiety in students. The research from Irawan et al (2020) stated that the subjects began to show boredom after the first two weeks of carrying out the online learning. There is anxiety in subjects whose parents have low income, because it is difficult to buy quotas to fully participate in online learning. There are also mood changes due to the number of tasks that are imposed so that they become ineffective.

One of the factors that influence anxiety is social support. Social support is the existence, willingness, concern of people who can be relied on, respect and love us (Cohen in Sarwono, 2009). Canavan et al. (2006) defined family support as covering 10 important components, among others, the requirement of clarity to focus on desires, the feelings, security and well-being of the children, reflects on concern for the resilience of the children's lives, and strengthening informal support networks in the family.

Baron and Byrne (2012) emphasize that social support has an important role in preventing mental health threats. Individuals who have lower social support are more likely to experience negative psychological consequences. The advantage of individuals who receive high social support will become more optimistic in facing their present and future lives; be more skillful in fulfilling psychological needs and have a higher system of thinking; lower levels of anxiety; enhance interpersonal skills; have the ability to achieve something desired and can better guide individuals to adapt to stress.

Matulessy (2020) emphasizes that when someone is facing stress/anxiety, then seeking social support is very important because it does not make a person feels alone. This is supported by the research of Wang et al. (2014) who found that student groups receiving high social support will effect on reducing stress levels that lead to depression. Furthermore, Wang et.al (2014) emphasized that individuals getting high social support lead to self-esteem and self-efficacy, so that negative emotions can be minimized. Social support serves as a major source of reducing negative psychological reactions such as hopelessness and depression, and helps reduce the harmful effects of negative life events, especially on physical health and emotional well-being and buffer in facing stress (Han et.al, 2014). Likewise, research from Cutrona & Garner (in Wicaksono & Suryanto, 2018) stated that social support helps someone to solve the problems he faces and reduces the emergence of negative emotions from the problem.

So the existence of parents, friends, family members, and the people closest to the students who face online learning is very important. They can provide emotional support for the learning problems that the students face every day, appreciate any results obtained during the learning process. They help directly in the form of the infrastructure needs such as buying

or lending cellphones or laptops and providing adequate internet quota to carry out learning, as well as providing information that makes students not lag behind in the learning process. Such support can reduce the burden on students or anxiety in dealing with online learning.

Another factor influencing anxiety in online learning is emotional maturity. Emotional maturity is a condition in which a person has reached the maturity level so that he can direct and control a strong basic emotion channel that can be accepted by himself and others (Mappiare, 1983). Emotional maturity is a person's ability to control and restrain his emotions well. In this case, people whose emotions are mature will not be quickly affected by stimuli both from within and from outside their personality (Piaget in Dariyo, 2007). Students whose emotions are mature, do not easily experience anxiety when facing difficulties or problems in online learning. As it is known, someone who experiences anxiety will show symptoms: uncertainty, panic, fear, and difficulty in understanding the source of his fear (Darajat, 1985). Someone who has mature emotions will certainly adjust easily to new learning models and can control the appearance of excessive emotions, have various rational considerations in dealing with stressful situations. He remains calm when there are difficulties in accessing the internet or when the learning process has suddenly stopped due to blackouts. In addition, students who have mature emotions are not easily influenced by panic situations; they can still control themselves so as not to enter into these situations. In the end, these students can reduce anxiety in online learning. As a result emotional maturity is a condition when a person has reached the adulthood level that he can direct and control strong basic emotions. Someone who is emotionally mature can channel emotions that can be accepted by him and others. When facing a problem, emotionally mature individuals have a stable feeling or reaction and can control their emotions, so that decisions are taken based on strong considerations. Someone who is emotionally mature is more calm and patient in dealing with a problem and focus more on finding solutions. It is easy for students who have mature emotions to manage or reduce anxiety levels when facing problems or difficulties in online learning. Students will find it easier to analyze problems with various considerations, see various positive and negative sides, so it is not easy to make them experience pressure.

CONCLUSION

The COVID-19 pandemic has caused problems in various fields of life, be it physical, psychological, social, cultural, political, legal, political or educational. The impact of the pandemic on the education sector occurs due to a change in learning from offline (face-to-face) to online. Online learning has created problems for students, particularly anxiety about dealing with online learning. The emergence of anxiety is caused by a lack of social support from the family and low emotional maturity. Therefore research was conducted on the relationship between social support and emotional maturity with anxiety in online learning.

The subjects of this study were 202 public and private junior high school students in Sumenep. The results showed that there was a relationship between social support and emotional maturity with junior high school students' anxiety in online learning. The effective contribution of the two variables (social support and emotional maturity) was 31.2%.

Based on the results of this study, it is hoped that schools will make efforts to psycho-educate parents so that they always provide support to their children, especially during online learning. In addition, it is necessary to conduct training to increase students' emotional maturity. Both of these efforts are strategies to reduce anxiety in online learning. In addition,

it is expected that parents will always provide social support in the form of full attention, provide psychological assistance, and other various supports that can reduce students' anxiety when facing online learning.

ACKNOWLEDGEMENT

We would like to express our gratitude to the Institute for Research and Community Service, University of 17 August 1945 Surabaya for providing the 2020 University Grants.

REFERENCES:

Ajmal, Muhammad and Ahmad, Saghir. (2019). Exploration of anxiety factors among students of distance learning: A case study of Allama Iqbal Open University. *Bulletin of Education and Research*. Vol: 41. No.2. p.67-78. Downloaded: <https://files.eric.ed.gov/fulltext/EJ1229454.pdf>

Atkinson, R.L., Atkinson, Richard, C., Hilgard, Ernest R. (2001). *Introduction to Psychology*. Translation. Eighth Edition. Jakarta: Erlangga Publisher.

Az-Zahrani, Musfir. (2005). *Therapeutic Counseling*. Jakarta: Gema Insani.

Chaplin, J.P. (2011). *Comprehensive Dictionary of Psychology*. Translated by Kartini Kartono. Jakarta: PT Raja Grafindo Persada.

Darajat, Zakiyah. (1985). *Mental Health*. Jakarta: PT Gunung Agung.

Dariyo, Agoes. (2007). *Developmental Psychology*. Bandung: PT Refika Aditama.

Dolan, P., Cannavan, J., Pinkerton, J. 2006. *Family support as reflective practice*. London: Jessica Kingsley Publisher.

Guswani, Aprius Maduwita and Kawuryan, Fajar. (2011). *Student's Aggressive Behavior Viewed from Emotional Maturity*. Journal of Counseling Psychology. Vol.: 1. No: 2. 86-92.

Han, Bing., Yan, Bo., Zhang, Jian., Zhao, Na., Sun, Jinkai., Li, Chao., Lei, Xibing., Liu, Hongbo., Chen, Jie. (2014). The influence of the social support on symptoms of anxiety and depression among patients with Silicosis. *Hindawi. The Scientific World Journal*. Vol: 2014. <https://doi.org/10.1155/2014/724804>.

Hasanah, Uswatun., Ludiana., Immawati., Livana, PH. (2020). *Students' Psychological Description in the Learning Process during the COVID-19 pandemic*. Journal of Psychiatric Nursing. Vol: 8, No.3. <https://covid19.go.id/> accessed: 24 December 2020.

Hurlock, Elizabeth B. (2004). *Developmental Psychology*. Fifth Edition. Jakarta: Erlangga Publisher.

Irawan, Andi Wahyu., Dwisona., Lestari, Mardi. (2020). *Psychological impacts of students on online learning during the pandemic COVID-19*. Counselor, Guidance and Counseling Journal. Vol.: 07, No. 1, p: 53-60.

Kapri, U.C. dan Rani, N. (2014). Emotional maturity: Characteristic and levels. *International Journal of Technological Exploration and Learning (IJTEL)*. Vol: 3. No: 1.

Kotijah, Siti. (2018). *A social support model to reduce anxiety for menopausal women in Diwek District, Jombang Regency*. Thesis. Universitas Airlangga.

Mappiare AT, Andi. (1983). *Adult Psychology: for Adaptation and Education: A Review from personal, social, family and position fields*. Surabaya: Usaha Nasional.

Martin, A.D. (2003). *Emotional quality management*. Jakarta: Arga.

Matulessy, Andik. (2020). *To be Friendly with the Pandemic*. HIMPSI Educational Writing. 23 April 2020. <https://himpesi.or.id/blog/materi-edukasi-covid-19-5/post/bersahabat-dengan-pandemi-106>.

Mediana. (2020). *Overall Evaluation of New Student Admissions*. Kompas. <https://kompas.id/baca/humaniora/dikbud/2020/07/03/evaluasi-menyaluruh-penerimaan-peserta-didik-baru/>

Oktawirawan, Dwi Hardani. (2020). *Factors triggering student's anxiety in doing online learning during the COVID-19 pandemic*. Scientific Journals Universitas Batanghari Jambi. 20 (2). 541-544.

Pragholapati, Andria. (2020). COVID-19 impact on students. Downloaded: <https://edarxiv.org/895ed/download>.

Sarwono, Sarlito, W., Meinarno, Eko A. (2009). *Social Psychology*. Jakarta: Salemba Humanika Publisher.

Scully, J.H. (2001). *NMS National Medical Series for independent study psychiatry*. 4-th Edition. Philadelphia: Lippincott Williams & Wilkins.

Scully, J.H. (2001). *NMS National Medical Series for independent study psychiatry*. 4-th Edition. Philadelphia: Lippincott Williams & Wilkins.

Slameto. (2010). *Learning and the influencing factors*. Jakarta: PT Rineka Cipta.

Supriatna, Eman. (2020). *The outbreak of the Corona Virus Disease COVID-19 in Islamic view*. Salam, Social Journal & Syar'i Culture. Vo. 7, No. 6, p. 555-564.

Tarmidi and Rambe, Ade Riza R. (2010). Correlation between parental social support and self-directed learning in high school students. *Journal of Psychology*. Vol: 37. No: 2. 216-223. Downloaded: <https://jurnal.ugm.ac.id/jpsi/article/view/7733/5983>

Wang, Xingmin, Cai, Lin., Qian, Jing, Peng, Jiaxi. (2014). Social support moderates stress effects on depression. *International Journal of Mental Health Systems*. 8:41.

Wicaksono, I.A. & Suryanto. (2018). *Wife's support to the ex-drug abuser husband in a healthy post-rehabilitation life*. Downloaded from: https://www.researchgate.net/publication/329124952_Dukungan_Istri_Kepada_Suam_i_Mantan_Penyalahguna_Narkoba_Pasca_Rehabilitasi_Dalam_Kehidupan_Yang_Sehat <https://covid19.go.id/> accessed on 24 December 2020.

Yuliasari, Hesty, Wahyuningsih, Hepi. (2017). *Emotional maturity and anxiety in facing the first delivery in pregnant women*. *Journal of Psychology Jambi*. Vol: 2, No: 1.