

## Social Support and Suicide Risk Among Students in The Special Region of Yogyakarta Province

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### Abstract

*Students are at risk of committing suicide. One of the factors causing suicide in students is low social support. This research contributed to discussing the relationship between social support and suicide risk among students in DIY Province, Indonesia. This research used a sample of 236 respondents with a cross-sectional design and used an analysis test using the chi-square test and quantitative methods with the Accidental Sampling Technique. The research measures Social Support using the Oslo Social Support Scale (OSSS-3), a three-item self-report tool, and Suicide Risk with the Revised Suicide Ideation Scale (R-SIS) from Rudd (1989), a 10-item screening instrument. The research results showed that the majority of students had a low suicide risk, with 196 students (83.1%). Chi-square analysis revealed a p-value of 0.000 (< 0.005), indicating a significant relationship between social support and suicide risk. The study concludes that low social support is significantly associated with a higher risk of suicide among students. Efforts should focus on strengthening social support systems for students, particularly through educational institutions and peer networks, to reduce suicide risk.*

**Keywords:** Suicide; Social Support; Students

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### 1. Introduction

Suicide is a leading cause of death among students, as evidenced by previous studies. Research shows that the risk of suicide among students ranges from 46.9% to 68.3% (Nailul Wusqa et al., 2022, Sumantri & Rahayu, 2019, Novitayani et al., 2023). Contributing factors include academic stress, unresolved problems, emotional instability, depression, psychosis, bipolar disorder, family conflict, and low social support (Kasen & Chen, 2020, Sumantri & Rahayu, 2019, Shinta Sandora & Sri Novitayani, 2021, Khoso et al., 2023).

One factor that can reduce the risk of suicide is social support. Social support for students comes from family, friends, and others in the community. It acts as a support system for students during times of stress quoted in Arenson et al (2021). This support can also come from socio-emotional support provided by family, peers, lecturers, or the broader society (Y. W. S. Deko Eka Putra, 2023).

However, previous research shows that 53.6% of students receive low levels of social support (Salsabhilla and Panjaitan 2019).

Many previous studies have explored the relationship between social support and suicide risk. These studies have consistently found a significant link between social support and suicidal ideation in students. Earlier research focused on overseas students (Salsabhilla and Panjaitan 2019) and the relationship between age and suicide risk (Sumantri & Rahayu, 2019). However, those studies were limited to overseas students from Central Java at a single university and primarily addressed age as a factor in suicide risk. In contrast, this study examines suicide risk and social support across various characteristics such as age, gender, semester, and respondents from multiple universities in the Special Region of Yogyakarta.

This research contributed to examining the relationship between suicide risk and social support

among students at five universities in the Special Region of Yogyakarta Province. It is hoped that the findings will raise awareness among students and university administrators about the importance of enhancing social support for students.

## 2. Method

This research uses a quantitative approach with Accidental Sampling to examine the relationship between social support and suicide risk among students in Yogyakarta. The sample size of 236 respondents was determined using the Krejcie and Morgan formula ( $\alpha=5\%$ ) (Agung Santoso 2023) consists of respati university yogyakarta, amikom university, mercu buana, stie ykpn, permata indonesia polytechnic yogyakarta, madani health sciences. University were selected using random sampling. Data analysis included univariate, bivariate, and multivariate analyses, with the chi-square test used to assess the relationship between independent factors and suicide risk.

The research instrument for measuring Social Support in students utilizes the Oslo Social Support Scale (OSSS-3), a three-item self-report tool. This questionnaire assesses the number of close confidants, feelings of care from others, and the availability of real help, with an internal consistency of  $\alpha = 0.640$  (Kocalevent et al. 2018). Suicide Risk is measured using an adaptation of the Revised Suicide Ideation Scale (R-SIS), a 10-item screening tool. Both overt and covert dimensions of the R-SIS have  $\alpha$  values  $> 0.9$ , indicating very high reliability, with the overall reliability of the scale at  $\alpha = 0.943$  (Artissy, Gimmy, and Siswadi 2022).

Data collection began by sending a letter of permission to the university. Researchers then coordinated with campus officials to facilitate the data collection process. The questionnaires were distributed in offline form, and researchers monitored the process directly in the field. Data analysis was conducted to examine the relationship between social support and suicide risk among students in the Special Region of Yogyakarta. This research was reviewed and approved by the Ethics Committee of the Faculty of Health, Respati University Yogyakarta, under ethical permit number:0137.3/FIKES/PL/VII/2023.0137.3/FIKES/PL/VII/2023

## 3. Result and Discussion

Table 1 shows that the majority of respondents were female in semester 4 (38.5%) with an average age of 20.25 years. The majority of respondents are female. In accordance with the results of previous research which states that demographically, students in Indonesia are mostly female. Based on the results of previous research, female students are five times more at risk of committing suicide due to higher levels of

psychological distress compared to men. This is also because women more often express emotions such as symptoms of depression and anxiety when faced with a problem (Novitayani and Nurhidayah 2023). Women tend to be more sensitive to psychological changes because they consider various things more (Deko Eka Putra, 2023). The research results also show that the average age is 20.25 years with the majority being in semester 4. This age is included in young adulthood (Mutyah et al. 2020). In terms of age, young adults are more at risk of experiencing suicide because at that age emotional conditions are not yet stable, and negative thoughts can cause stress (Melvin Omnia et al. 2023). This is also because many young people experience depression and are at risk of committing suicide (Melvin Omnia et al., 2023).

**Table 1.** Characteristics of research respondents based on semester, gender, and age (n=236)

Variable	f	%
Gender		
Male	78	33.1%
Female	158	66.9%
Semester		
2	52	22%
4	91	38.5%
6	59	25%
8	25	10.6%
>8	9	3.9%
	SD	Min-Mix
Age	1.825	18-38

Table 2 shows the majority of the respondents have a low level of suicide risk (83.1%), and 40.3% have low social support. The findings indicate that the majority of students in this study exhibited a low risk of suicide, consistent with previous research suggesting that students experience low levels of social support (Nailul Wusqa and Sri Noviyani 2022). Low risk of suicide suggests that students generally maintain positive relationships with their families, manage stress effectively, and have access to social support from sources such as friends (Salsabhilla and Panjaitan 2019). However, it is important to highlight that 16.9% of respondents demonstrated a high risk of suicide, which is notably higher than the 11.2% reported in previous research (Nailul Wusqa and Sri Noviyani 2022) so this data needs to be of concern to university administrators. High level of being able to create a prevention system to reduce the risk of suicide in students.

**Table 2.** Suicide Risk and Social Support Among Students in Yogyakarta Province 2023 (n=236)

Variables	f	%
Suicide Risk		
Low	196	83.1
High	40	19.6
Social Support		
Low	95	40.3
Medium	77	32.6
High	64	27.1

Social support for these students is mostly at a low level, namely 40.3%, which is in accordance with previous research which shows social support of 19.35% - 53.6% in the low category (Salsabhilla and Panjaitan 2019; Yuliasri and Gismin 2023). Weak social support will make a person feel less confident, and think that no one cares about, is loved and cared for in their personal or social environment (Ayu Sestiani et al., 2021). The weak

social support obtained by students is characterized by the absence of social support received from other people in the surrounding environment who have close relationships such as family, and friends as a place to get support (Yuni and Rahmasari 2022). With support Weak social conditions will have an impact on a student's academic stress (Salmon et al. 2021) a person's psychological condition (Arenson et al. 2021), psychological well-being, levels of depression, and even mental disorders (Moller et al. 2021) Social support that is not obtained from family, friends and other people will have an impact on the risk of suicide in students (Moller et al. 2021).

In table 3, it can be seen that there is a significant relationship between social support and the risk of suicide, which is marked with a sig of 0.006 (<0.05). If analysed further, it can be concluded that students who receive low social support have a higher risk of suicide, namely 26.31%.

**Table 3.** The comparison of social support and risk of suicide for students in Yogyakarta Province 2023 n=236 respondents

Social Support	Risk of Suicide				Total		Sig.
	Low		High		f	%	
	f	%	f	%			
Low	70	73.68	25	26.31	95	40.25	.006
Medium	69	89.61	8	10.38	77	32.62	
High	57	85.07	7	10.44	67	27.13	
Total	196	83.05	40	16.94	236	100	

This research also shows there is a significant relationship between low social support and suicide risk. This is in line with the results of previous research (Salsabhilla and Panjaitan 2019). Every student definitely has the same pressure in pursuing academic education, but not all students experience the same stress (Deko Eka Putra 2023). This is because one of the reasons is having social support. With social support for students, they will have a place to talk, find solutions to reduce the pressure or depression they are experiencing and will indirectly help reduce the risk of suicide (Endo et al. 2014). The opposite can also happen to those who have low social support. They are too focused on the problems they are experiencing, have no place to talk, no resources to seek help to overcome a problem and become stressed which builds up into a repeating cycle. If this is not treated immediately, it will increase the risk of suicide (Deko Eka Putra, 2023, Salsabhilla & Panjaitan, 2019).

Social support, both objective and subjective, may help students handle stress, cope more effectively, and adjust better. University students are more likely to seek social support from members of their in-group, including family,

friends, classmates, and teachers. One of the most significant protective variables for adolescent adjustment to university is social support, which leads to less unpleasant sensations including loneliness, anxiety, and depressive symptoms (Chu et al. 2021). According to this survey, just approximately a quarter of students got high levels of social support. The research was conducted in the province of Yogyakarta, which remains one of the most popular places in Indonesia for parents to send their children to college. This separates students from their families and may lead to a lack of social support they get. Furthermore, not all the students can quickly form friendships with peers from diverse places of origin. Universities should be equipped to assist students connect with their parents and friends.

#### 4. Conclusions and Suggestions

Students with low social support are at risk of suicidality. The percentage of suicide risk among students is still higher compared to previous research. High social support can reduce or reduce the risk of suicide in college students. This requires special attention not only for university, but also students' family to encourage support for students'

The results of this research can contribute to the development of mental health management at the university to meet the mental needs of students, such as creating a program to detect the risk of suicide in students.

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