

## Social Support Mediates the Relationship between Placement Anxiety and Counterproductive Behavior in Non-commissioned Officer Students at SPN Tjilik Riwut Polda Kalteng

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### ABSTRACT

This study aims to determine Social Support Mediates the Relationship Between Placement Anxiety and Counterproductive Behavior in Noncommissioned Officer Students at SPN Tjilik Riwut Central Kalimantan Regional Police. The data analysis technique used multiple linear regression and the results showed that there was a relationship between placement anxiety and counterproductive behavior mediated by social support. Based on the results of the research that has been conducted using regression analysis, it can be concluded that there is a positive relationship between anxiety about placement and counterproductive behavior of Bintara students at SPN Tjilik Riwut Polda Kalteng.

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## **INTRODUCTION**

The Indonesian National Police Education and Training Institute Holds the Opening Ceremony for the Formation of Bintara and Tamtama Polri Wave II for the 2023 Fiscal Year. The Indonesian National Police Education and Training Institute, where students will simultaneously gain knowledge, be educated, forged, and trained for the next 5 months to become professional, moral Tri Brata people, and have good mentality and integrity. The Bintara and Tamtama Polri Formation Education Program Wave II for the 2023 fiscal year is being held simultaneously at Sepolwan, Pusdik Brimob, and Pusdik Polair Lemdiklat Polri, as well as at the Polda State Police School, with a total of 15,429 students. This Bintara and Tamtama formation education is the initial and important phase for prospective Polri members to experience the learning and self-honing process. During the education process, prospective Polri members will be given various knowledge, skills, and mastery of basic Police profession technical and tactical skills. Students who took part in this education consisted of 12,580 General Duty NCOs, 500 Brimob NCOs, 100 Polair NCOs, 649 Polwan NCOs, 1,500 Brimob Tamtama, and 100 Polair Tamtama.

The preparation carried out by prospective Polri members is not only physical preparation, but psychological preparation also needs to be considered.

Psychological preparation is expected to minimize the level of stress, anxiety, and depression about placement after taking the formation education at SPN. From the results of the initial screening and evaluation from the AS SDM Kapolri on August 16, 2023, the formation education at several SPNs showed that the Polri NCO students of the Central Kalimantan Regional Police experienced nervousness, fear, nervousness, anxiety, and feelings of fear of placement after taking the formation education.

National Police Chief General Listyo Sigit Prabowo stated that he would raise the rank of the Commander of the Brimob Corps (Dankorps Brimob) of the National Police to a three-star General or Commissioner General. Therefore, the Command Headquarters (mako) to Brimob personnel will be increased (TribunNews, 2021). In addition to improving typology, Brimob is also very much needed to strengthen the National Capital City (IKN). To meet Brimob's needs, outstanding Bintara students when they graduate will be submitted for Brimob education for 3 months. Not a few students lower their level of ability or commit indiscipline in order to get a not too high education assessment so that they are not placed in the Brimob Unit. Based on the results of interviews conducted by researchers with 5 Bintara who have graduated from education, it was found that they deliberately lowered their achievements so that they were not placed in Brimob because they did not want to be placed in conflict areas, besides that they said that being Brimob did not get facilities like those obtained by colleagues who were placed in the General Duty Police.

The crisis experienced by the Bintara Polri Polda Kalteng students is mainly related to achievement, namely when carrying out the recruitment selection stage they pursue the highest possible scores. However, after completing their education at SPN Tjilik Riwut, they tried to lower their scores in several subjects so that they would not be placed in the Brimob Unit. In order

to overcome this crisis, Bintara Polri Polda Kalteng students need understanding and assistance from the people around them, both directly and indirectly. The support that Bintara Polri Polda Kalteng students most expect in facing this crisis is support from their families. The purpose of this study was to determine whether there is a relationship between anxiety about placement and counterproductive behavior mediated by social support.

The researcher interviewed several students at SPN Tjilik Riwut, asking about their readiness to undergo education and their hopes after completing their education. They said that they felt worried and anxious, afraid of not getting the results they expected and could disappoint their families, especially their parents.

The crisis experienced by the Bintara Polri Polda Kalteng students is mainly related to achievement, namely when carrying out the recruitment selection stages, they pursue the highest possible scores. However, after completing their education at SPN Tjilik Riwut, they tried to lower their scores in several subjects so that they would not be placed in the Brimob Unit. In order to overcome this crisis, Bintara Polri Polda Kalteng students need understanding and assistance from the people around them, both directly and indirectly. The support that Bintara Polri Polda Kalteng students most expect in facing this crisis is support from their families, especially from parents and siblings (Hurlock, 1980). According to Purnamaningsih (1993), warm communication and relationships between parents and children will help children solve their problems. Anxiety regarding the placement they will receive for work. The role of social support and anxiety about placement at SPN Tjilik Riwut Polda Kalteng can have a negative impact on Bintara Polri Polda Kalteng students. Anxiety can occur due to several aspects, including: the first is the emotional aspect, this aspect involves attachment, assurance and the desire to trust the family, so that they are sure that the family is able to provide love and affection. The second is the instrumental aspect, this aspect includes the availability of facilities to facilitate students, including equipment, supplies, and other supporting facilities including providing time opportunities. The third aspect, the informative aspect, includes the provision of information received by students from the social environment to develop their potential.

The fourth aspect is the appreciation aspect, this aspect consists of social role support received including feedback, social comparison and affirmation (approval). Social support is related to anxiety and counterproductive behavior. Social support is support that can be accessed by individuals through social ties with other individuals, groups, and larger communities. This study aims to determine whether social support mediates anxiety about placement with counterproductive behavior in Bintara Polri Students at SPN Tjilik Riwut Polda Kalteng.

## LITERATURE REVIEW

### *Counterproductive Behavior*

According to Chand, Piar & Chand, Kuman (2014) counterproductive behavior can be defined as any intentional or unintentional activity on the part

of an individual that can hinder the performance of oneself, others or the organization.

Research conducted by Rusdi (2017) on the influence of the CPNS recruitment system based on computer assisted test (CAT) and the conventional CPNS recruitment system on counterproductive behavior, from the research obtained the results of the correlation coefficient value ( $r$ ) = (-0.498), indicating that the CPNS recruitment system based on Computer Assisted Test (CAT) has a significant effect in reducing counterproductive behavior.

H1: Is there a positive relationship between placement anxiety and counterproductive behavior in non-commissioned officer students at SPN Tjilik Riwut?

### **Social Support**

Lin, Simeone, Ensel, & Kuo (1979) offer a broad definition of social support as: "support that individual can access through social ties with other individuals, groups, and larger communities."

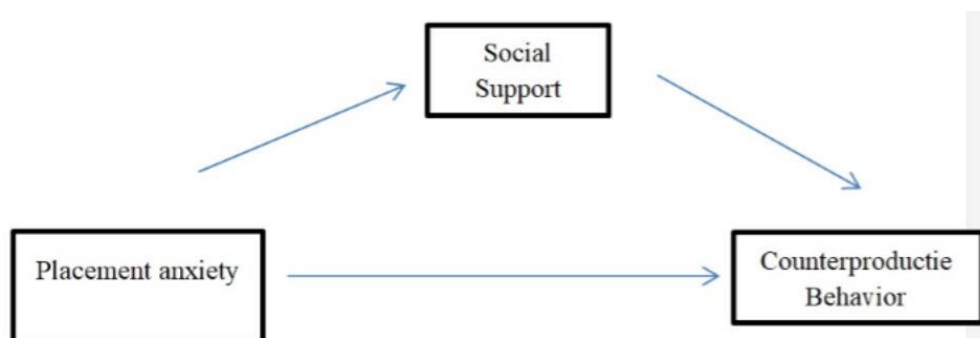
H2: Is there a negative relationship between social support and counterproductive behavior in Bintara students at SPN Tjilik Riwut?

### **Anxiety**

According to Nevid, Rathus, & Greene (2014) Anxiety is a state of apprehension or a state of worry that complains that something bad will happen soon. Each person's anxiety pattern is unique, some people can be more afraid than others.

H3: Is there a negative relationship between social support and anxiety about placement in Bintara students at SPN Tjilik Riwut?

H4: Is there a relationship between social support as a mediator variable with anxiety about placement and counterproductive behavior in Bintara students of SPN Tjilik Riwut Polda Kalteng?



Pict 1. Framework of Thinking

## **METHODOLOGY**

The data analysis technique used by researchers to analyze the research data obtained is the multiple regression analysis method. The use of multiple regression is because researchers intend to estimate the strength of the functional relationship between two or more variables (Ghozali, 2013), or how far the value

of the dependent variable changes if two or more independent variables as predictors are manipulated (Sugiyono, 2014). Then the data was analyzed using SPSS.

## RESEARCH RESULT

The first hypothesis in the study is that there is a positive relationship between Placement Anxiety and Counterproductive Behavior in Bintara Students at SPN Tjilik Riwut. The results of the study show that the correlation coefficient between the placement anxiety variable (X) and Counterproductive Behavior (Y) is 4.56 and p is 0.000. Based on the results of this regression analysis test, it can be seen that the placement anxiety variable has a positive relationship with the counterproductive behavior variable ( $p < 0.05$ ). This means that the first hypothesis is accepted. The effective contribution of placement anxiety to counterproductive behavior is 20.8% while 79.2% is explained by other variables not measured in this study.

The second hypothesis in the study is that there is a negative relationship between social support and counterproductive behavior in Bintara students at SPN Tjilik Riwut. The results of the study show that the correlation coefficient between the social support variable (Z) and counterproductive behavior (Y) is -0.303 and p is 0.000. Based on the results of this regression analysis test, it can be seen that the social support variable has a negative relationship with the counterproductive behavior variable ( $p < 0.05$ ). This means that the second hypothesis is accepted. The effective contribution of social support to counterproductive behavior is 9.2% while 90.8% is explained by other variables not measured in this study.

The third hypothesis in this study is that there is a negative relationship between social support and anxiety about placement in Bintara students at SPN Tjilik Riwut. The results of the study show that the magnitude of the correlation coefficient between the social support variable (Z) and anxiety about placement (X) is -0.476 and p is 0.000. Based on the results of this regression analysis test, it can be seen that the social support variable has a negative relationship with the anxiety about placement variable ( $p < 0.05$ ). This means that the third hypothesis is accepted. The effective contribution of social support to anxiety about placement is 22.7% while 77.3% is explained by other variables not measured in this study.

The fourth hypothesis in the study is that there is social support as a mediator variable of anxiety about placement and counterproductive behavior in Bintara SPN Tjilik Riwut students. Based on table 4.9, the calculated F value is 24.754 with  $p = 0.000$  ( $p < 0.05$ ), this means that the hypothesis is accepted.

The results show that anxiety about placement can have a direct effect on counterproductive behavior and can also have an indirect effect on social support as a mediator. The magnitude of the path value (Path) is 0.329 while the magnitude of the indirect effect is 0.059. The total influence of counterproductive behavior on anxiety about placement is 0.388.

The effective contribution of anxiety about placement through social support as a moderator variable to counterproductive behavior can be seen from

the R square ( $R^2$ ) value. The coefficient of determination test value obtained an  $R^2$  value of 0.218. This means that the effective contribution of social support as a mediator variable and anxiety about placement with counterproductive behavior of Bintara students at SPN Tjilik Riwut is 21.8%, while the contribution of other variables not examined in this study is 78.2%. Other variables not included in this study include motivation, the existence of work that employees do, employee relationships with the organization or organizational commitment (Vardi and Weitz, 2004).

## **DISCUSSION**

Based on the results of the first hypothesis test, the correlation value ( $r_{xy}$ ) between the placement anxiety variable and counterproductive behavior is 0.456 with  $p = 0.00$  ( $p < 0.05$ ), so the hypothesis in this study is accepted. This means that there is a very significant positive relationship between placement anxiety and counterproductive behavior of Bintara students at SPN Tjilik Riwut. This means that the higher the level of placement anxiety, the higher the counterproductive behavior, and vice versa, the lower the placement anxiety, the lower the counterproductive behavior.

According to Chand, Piar & Chand, Kuman (2014) who explained that counterproductive behavior can be defined as any intentional or unintentional activity on the part of an individual that can hinder the performance of themselves, others or the organization.

Based on the aspects of counterproductive behavior according to Sackett and DeVore (2002) put forward aspects of counterproductive work behavior, namely:

### **1. Interpersonal - Organization**

The interpersonal-organizational aspect is the extent to which behavior is directed at individuals or companies. Behavior in this aspect is in the form of inappropriate physical actions (physical), inappropriate verbal actions (verbal) and behavior that can endanger others or the organization due to lack of following safety procedures.

### **2. Task relevance**

The aspect of task relevance is the extent to which behavior is related to the task carried out in completing a job. Employees must be present on time and use time and resources appropriately. Irrelevant behavior includes misuse of time, misuse of resources and behavior that is not related to completing the task.

Based on the results of the second hypothesis test, the correlation value ( $r_{xy}$ ) between the social support variable and counterproductive behavior is -0.303 with  $p = 0.00$  ( $p < 0.05$ ), so the hypothesis in this study is accepted. This means that there is a very significant positive relationship between social support and counterproductive behavior in Bintara SPN Tjilik Riwut students. This means that the higher the social support, the lower the counterproductive behavior, and vice versa, the lower the social support, the higher the counterproductive behavior.

Lin, Simeone, Ensel, & Kuo (1979) offer a broad definition of social support as: "support that can be accessed by individuals through social ties with other individuals, groups, and larger communities".

According to Smet (1994) there are several aspects involved in providing social support, including:

- a. Emotional aspect, this aspect involves attachment, assurance and a desire to trust the family, so that they are sure that the family is able to provide love and affection.
- b. Instrumental aspect, this aspect includes the availability of facilities to facilitate students, including equipment, supplies, and other supporting facilities including providing time opportunities.
- c. Informative aspect, including the provision of information received by students from the social environment to develop their potential.
- d. Reward aspect, this aspect consists of social role support received including feedback, social comparison and affirmation (approval).

Based on the results of the third hypothesis test, the correlation value ( $r_{xy}$ ) between the social support variable and counterproductive behavior was  $-0.476$  with  $p = 0.00$  ( $p < 0.05$ ), so the hypothesis in this study was accepted. This means that there is a very significant negative relationship between social support and anxiety about placement in Bintara students at SPN Tjilik Riwut. This means that the higher the social support, the lower the counterproductive behavior, and vice versa, the lower the social support, the higher the anxiety about placement.

The fourth hypothesis regarding social support mediates anxiety about placement with counterproductive behavior in Bintara students at SPN Tjilik Riwut, Central Kalimantan Regional Police. The results of the study found a calculated F value of  $24.754$  with  $p = 0.000$  ( $p < 0.05$ ). These results imply that social support (Z) has a negative relationship with anxiety about placement (X) with the counterproductive behavior variable (Y) in Bintara students at SPN Tjilik Riwut. The higher the social support and the lower the anxiety about placement together indicate the lower the counterproductive behavior. Conversely, the lower the social support and the higher the anxiety about placement together indicate the higher the counterproductive behavior of Bintara students at SPN Tjilik Riwut, Central Kalimantan Regional Police.

The contribution of social support as a mediator variable and anxiety about placement together towards counterproductive behavior is  $21.8\%$ . This means that these two variables still provide a significant contribution in relation to counterproductive behavior. The contribution of other variables that are not.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research that has been conducted using regression analysis, it can be concluded as follows:

There is a positive relationship between anxiety about placement and counterproductive behavior of Bintara students at SPN Tjilik Riwut Polda Kalteng. This means that the higher the anxiety about placement, the higher the counterproductive behavior tends to be, conversely, the lower the anxiety about placement, the lower the counterproductive behavior. Students who have high

anxiety about placement will carry out their work and responsibilities less well so that counterproductive behavior will be high. Based on the results of this study, it appears that Bintara students at SPN Tjilik Riwut Polda Kalteng have low anxiety about placement which affects counterproductive behavior.

There is a negative relationship between anxiety and social support as a moderator, meaning that the higher the social support received by students, the lower the anxiety about placement will be, and vice versa, the lower the social support, the higher the anxiety about placement.

There is a negative relationship between social support and counterproductive behavior. This means that the higher the social support, the lower the counterproductive behavior tends to be. Conversely, the lower the social support, the higher the counterproductive behavior. With the social support received by students, students will feel happy and counterproductive behavior will decrease.

Based on the research results obtained, several suggestions that can be put forward are as follows:

1. For SPN Tjilik Riwut, it is expected to educate students more about placement that will not interfere with their future careers.
2. For the Community, it is expected to provide more support to those closest to them because no matter how small the support given, it plays a very big role for people in need.
3. For Bintara students, in facing or undergoing education, they must prepare carefully, be confident and never give up. Do your best because there will be good results following.

## **ADVANCED RESEARCH**

For further researchers, can try to research other variables that researchers have not studied in this study. Counterproductive behavioral factors that were not studied in this study were social pressure of conformity, distrust of leaders, management style and organizational climate, the nature of listening to one's heart, negative behavior, feelings of pleasure, morals, and emotional intelligence EQ.

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