



THE INFLUENCE OF PEER SUPPORT ON HIGH SCHOOL STUDENTS' ACADEMIC RESILIENCE

Retno Widiyawati, Tsania Farihatul Aini, Devy Probawati*, Nasidatul Laily

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

SMAN 3 Blitar, Jl. Bengawan Solo No. 96 Blitar, East Java, Indonesia

*Author of correspondence, Email: devy.probowati.fip@um.ac.id

Abstract

The purpose of this study was to determine the effect of peer support on student academic resilience. The research method used is correlational quantitative research with data analysis techniques using simple linear regression tests. The population of this study were X grade students of SMAN 3 Blitar with a total of 348 students. Sampling using simple random sampling technique, so that the research sample was obtained as many as 107 students. Academic resilience was measured by an academic resilience scale totaling 30 statement items, while peer support was measured by a peer support scale totaling 39 statement items. The results show that peer support has a significant effect on students' academic resilience, which is 10.9% and 89.1% is influenced by other factors not examined in this study. Support from peers contributes even though it is not dominant in explaining changes or differences in resilience levels between individuals. The academic resilience of SMAN 3 Blitar students is not only influenced by peer support factors, but there are also other factors that are not considered in this study.

Keywords: Academic resilience; peer support; guidance and counseling

1. Introduction

In the era of globalization, science and technology have developed rapidly. Therefore, quality education and skills are essential for individuals to adapt and compete with the times. Educated individuals are able to improve their quality of life and develop positive personality traits. One common problem in education is that students are required to adapt to increasingly complex academic burdens, such as exams, demanding assignments, and the pressure of choosing the next level of education. Facing these challenges, many students experience stress, lose motivation to learn, and even give up on achieving academic success. Students need resilience to face various challenges and academic pressures to improve their academic performance. The ability to help students cope with pressure and academic demands is called academic resilience. Students with academic resilience are able to make changes in their environments that are considered difficult, which can be used as motivation. They are more resilient in maintaining hope, and their mindset becomes more structured and goal-oriented (Gordon & Wang, 1994).

According to Cassidy (2016), academic resilience is an individual's cognitive, affective, and behavioral response to academic difficulties. When an individual faces a difficult situation, these three responses will emerge to determine whether the individual is resilient or not. Gilligan (2007) defines academic resilience as an individual's ability to respond to the difficulties they are facing as a successful adaptive form and demonstrate academic self-quality and continue to develop beyond expectations during difficult times. Students who have academic resilience are students who are able to face setbacks, challenges, adversity, and pressure in an academic context effectively (Irawan et al., 2022).

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

One important aspect in the development of high school students is intellectual maturity. The SKKPD (Standard Competency for Student Independence) in the aspect of intellectual maturity underlies that high school students have the developmental task of having confidence in themselves and being able to live independently (well-being). This can be seen from the students' ability to complete academic assignments independently and be responsible for the process and results of their learning. Based on the results of observations of students at SMA Negeri 3 Blitar during teaching assistance activities, it was found that several students experienced academic difficulties such as the large number of assignments given simultaneously, lack of mastery of learning materials at school, and busy school activities. Some

students experienced difficulty in completing assignments continuously and some even said they felt stressed when given so many assignments with short deadlines. Some students admitted to often delaying completing assignments because they felt incapable and confused about how to start working. However, several other students were able to adapt and survive the pressure, and developed psychological resilience in dealing with pressure and threats. Support from peers has a different impact on students' responses in overcoming academic problems.

Peer support is social support provided by peers, friends, and partners who provide comfort and attention. Adolescents will more often form relationships outside the home, especially with friends their own age (Hurlock, 1997). According to Sarafino & Smith (2014), social support is the attention, appreciation, and information provided by those around them to individuals that can help individuals overcome problems faced in daily life. Based on research conducted by Oktaviani & Perianto (2022), it shows that peer support has a significant influence on students' learning interest. Furthermore, research conducted by Wahyuni (2016) shows a relationship between peer support and students' social skills. From several studies, it is known that peer support has an impact on students' personal development.

Peer support is a crucial external factor that influences students' academic resilience. This support can take the form of attention, advice, assistance, motivation, and a sense of security. Students who feel they are not alone in facing challenges tend to be more resilient in the face of academic difficulties. Research by Sari & Indrawati (2016) shows a positive relationship between peer social support and academic resilience, with higher levels of peer social support leading to higher academic resilience. Therefore, this study will further examine the influence of peer support on students' academic resilience.

2. Method

This study used a quantitative correlational approach to determine the effect of independent variables on the dependent variable. The independent variable in this study was peer support, while the dependent variable was students' academic resilience. The study population was 348 tenth-grade students at SMAN 3 Blitar. Simple random sampling was used, resulting in a sample size of 107 students.

The instruments used were the academic resilience scale by Sopian (2019) and the peer support scale by Herawati (2022). The academic resilience scale consists of 30 items with a Cronbach's alpha of 0.82. The peer support scale consists of 39 items with a Cronbach's alpha of 0.959. This study used a Likert scale with four options: strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). Data collection was conducted online through a Google form distributed to all tenth-grade students at SMAN 3 Blitar. Data analysis in this study used a simple linear regression test with the help of IBM SPSS Statistics 25, to determine the influence of peer support on students' academic resilience.

3. Results and Discussion

3.1 Result

3.1.1. Prerequisite Test

Based on the results of the prerequisite normality test using the one-sample Kolmogorov-Smirnov Test, the Asymp.Sig (2-tailed) value was $0.200 > 0.05$. This indicates that the data on peer support and academic resilience are normally distributed. Therefore, a simple linear regression test can be used to test the hypothesis to determine the effect of the independent variables on the dependent variable.

Table 1 Normality Assumption Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		107
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.50280258
Most Extreme Differences	Absolute	.071
	Positive	.046
	Negative	-.071
Test Statistic		.071
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

3.1.2. Hypothesis Testing

Hypothesis testing uses a simple linear regression test to determine the influence of peer support on students' academic resilience.

Table 2 Anova ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	731.716	1	731.716	12.876	.001 ^b
	Residual	5966.957	105	56.828		
	Total	6698.673	106			

a. Dependent Variable: Resiliensi Akademik
 b. Predictors: (Constant), Dukungan Teman Sebaya

Based on the Anova output results, it is known that the calculated F value is 12,876 with a significance level of 0.001 < 0.05, so it can be concluded that there is an influence of peer support variables on students' academic resilience.

Table 3 Model Summary Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 ^a	.109	.101	7.538

a. Predictors: (Constant), Dukungan Teman Sebaya
 b. Dependent Variable: Resiliensi Akademik

Based on the output table above, it can be explained that the correlation value (R) is 0.331 and the coefficient of determination (R Square) is 0.109. This means that the peer support variable has an influence on academic resilience of 10.9%.

3.2 Discussion

The results of the study indicate that the social support variable has a significant influence on the academic resilience of class X students at SMAN 3 Blitar. Based on the simple linear regression test conducted, the R value in the summary model is 0.331 indicating that there is a fairly weak positive relationship between peer support and students' academic resilience. The R Square value is 0.109 which means that approximately 10.9% of the variation in resilience can be explained by peer support and the remaining 89.1% is influenced by other factors. Although this relationship is considered weak, the positive direction of the relationship indicates that the higher the support received from peers, the higher the level of student resilience. Support from peers contributes, although not dominantly, in explaining changes or

differences in resilience levels between individuals. The results of this study are in line with research conducted by Sari & Indrawati, (2016) that there is a significant positive relationship between peer social support and academic resilience with a correlation value of 0.469 with $p = 0.000$ ($p < 0.001$). Peer support in the study provided an effective contribution of 22% to academic resilience.

In the ANOVA table, the F value is 12,876 with a Sig. $0.001 < 0.005$, which means there is an influence of peer support on students' academic resilience. The Sum of Squares value for the regression of 593.221 indicates the amount of resilience variation that can be explained by peer support, while the Sum of Squares value for the residual of 5966.957 indicates the amount of variation that cannot be explained. This confirms that there are still many other factors outside of peer support that influence students' academic resilience, such as family factors, personality, and other social and academic environmental conditions. The results obtained indicate that building a supportive social environment among adolescents, especially at school, is important so that students can develop better resilience in facing academic and social pressures and challenges.

Academic resilience is influenced by many factors besides peer support. Factors influencing students' academic resilience include internal and external factors. Internal factors that influence academic resilience include self-regulated learning (Chasanah et al., 2020), gratitude (Utami, 2020), religiosity (Poerwanto & Prihastiwati, 2017), positive adaptability (Hendriani, 2017), and school engagement and locus of control (Satyaninrum, 2019). External factors that can influence students' academic resilience include family social support (Putri et al., 2023), the quality of teacher-student relationships (Poerwanto & Prihastiwati, 2017), general social support (Satyaninrum, 2019), and father involvement (Sinulingga et al., 2024).

According to Cassidy (2016), there are three indicators of academic resilience: perseverance, reflective and adaptive help-seeking, and negative affect and emotional response. These three indicators can help students overcome problems and difficulties in unpleasant and stressful academic situations by responding cognitively, affectively, and behaviorally. Although peer support has a relatively weak influence, this factor needs to be strengthened with other factors through guidance and counseling services at school.

Based on the research results and discussion, it is understood that guidance counselors play a crucial role in improving students' academic resilience, specifically as facilitators through the provision of preventive and curative services. Preventive services can be provided through engaging information and through classical or group guidance on academic resilience. Preventive services are provided to prevent the emergence of problems that could disrupt students' resilience in facing academic pressures. Meanwhile, curative services can be provided when students are already facing academic obstacles or problems such as stress, anxiety, and loss of motivation to learn. Guidance counselors can provide individual or group counseling services to help students identify and find solutions to their problems. By effectively providing preventive and curative services tailored to students' needs, guidance counselors play an active role in fostering strong academic resilience in students (Satrianta et al., 2021).

4. Conclusion

The results of this study indicate that peer support significantly influences the resilience of students at SMAN 3 Blitar. The relationship between peer support and academic resilience is also positive, although quite weak. Academic resilience at SMAN 3 Blitar students is not solely influenced by peer support; other factors not considered in this study also contribute. Future research is expected to examine this in more depth by conducting research using other variables that influence academic resilience.

References

- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology, 7*, 1787.
- Chasanah, D. U., Rejeki, A., & Amelasasih, P. (2020). Peranan Self Regulated Learning dalam Mempengaruhi Resiliensi Akademik Pada Mahasiswa Program Studi Teknik Informatika Dan Teknik Elektro Universitas Muhammadiyah Gresik Yang Bekerja. *PSIKOSAINS (Jurnal Penelitian Dan Pemikiran Psikologi)*, *14*(2), 102-114.

- Gilligan, R. (2007). Adversity, resilience and the educational progress of young people in public care. *Emotional and Behavioural Difficulties*, 12(2), 135–145.
- Gordon, E. W., & Wang, M. C. (1994). Epilogue: Educational resilience—Challenges and prospects. *Educational Resilience in Inner-City America: Challenges and Prospects*, 191–194.
- Hendriani, W. (2017). Adaptasi positif pada resiliensi akademik mahasiswa doktoral. *Humanitas*, 14(2), 139.
- Herawati, R. (2022). Hubungan Dukungan Sosial Teman Sebaya terhadap Resiliensi Siswa di SMA Negeri 1 Kartasura.
- Hurlock, E. B. (1997). *Psikologi perkembangan: suatu pendekatan sepanjang rentang kehidupan*.
- Irawan, R., Renata, D., & Dachmiati, S. (2022). Resiliensi akademik siswa. *Orien: Cakrawala Ilmiah Mahasiswa*, 2(2), 135–140.
- Oktaviani, D. O. D., & Perianto, E. (2022). Pengaruh dukungan teman sebaya terhadap minat belajar siswa. *Terapeutik: Jurnal Bimbingan Dan Konseling*, 6(1), 127–134.
- Poerwanto, A., & Prihastiwati, W. J. (2017). Analisis prediktor resiliensi akademik siswa sekolah menengah pertama di Kota Surabaya. *PSIKOSAINS (Jurnal Penelitian Dan Pemikiran Psikologi)*, 12(1), 45–56.
- Putri, A., Darmayanti, N., & Menanti, A. (2023). Pengaruh regulasi emosi dan dukungan sosial keluarga terhadap resiliensi akademik siswa. *JIVA: Journal of Behaviour and Mental Health*, 4(1).
- Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. John Wiley & Sons.
- Sari, P. K. P., & Indrawati, E. S. (2016). Hubungan antara dukungan sosial teman sebaya dengan resiliensi akademik pada mahasiswa tingkat akhir jurusan x fakultas teknik universitas diponegoro. *Jurnal Empati*, 5(2), 177–182.
- Satyaninrum, I. R. (2019). Pengaruh school engagement, locus of control, dan social support terhadap resiliensi akademik remaja. *TAZKIYA Journal of Psychology*, 2(1).
- Sopian, A. A. (2019). *PERBANDINGAN RESILIENSI AKADEMIK PESERTA DIDIK BERDASARKAN STATUS SOSIAL EKONOMI KELUARGA: Studi Komparatif terhadap Peserta Didik Kelas X SMA Negeri 4 Bandung Tahun Ajaran 2018/2019*. Universitas Pendidikan Indonesia.
- Utami, L. H. (2020). Bersyukur dan resiliensi akademik mahasiswa. *Nathiqiyah*, 3(1), 1–21.
- Wahyuni, N. S. (2016). Hubungan dukungan sosial teman sebaya dengan kemampuan bersosialisasi pada siswa smk negeri 3 medan. *Jurnal Diversita*, 2(2).