

Level of Peer's Social Support to Class XI-Social Majoring Students for The 2020-2021 Academic Year

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Abstract. Peer group social support is a form of attention, affection, and comfort that comes from important people in life, especially within the scope of friendship at school and outside school. This study aims to determine the level of peer social support in second-year social science students in the 2020 to 2021 academic year at Senior High School of 6 Kupang City. The approach in this study is quantitative. The respondents of this study were 52 high school students. Data collection techniques using the Likert scale of peer social support. Data collection techniques Chronbach alpha scale of 0.95 respondents. The results of the study found that there was peer social support for class XI IPS students at SMAN 6 Kupang City. Based on gender, it was found that female students experienced peer social support with a percentage of 55.8% higher than male students with a percentage value of 44.2%.

Keywords: *Social Support*

Abstrak. Penelitian ini bertujuan untuk mengetahui tingkat dukungan sosial teman sebaya pada siswa kelas XI IPS tahun ajaran 2020/2021 di SMAN 6 Kota Kupang. Pendekatan dalam penelitian ini yaitu pendekatan kuantitatif. Responden penelitian ini sebanyak 52 siswa sekolah menengah atas. Teknik pengumpulan data dengan menggunakan skala likert dukungan sosial teman sebaya. Teknik pengumpulan data chronbach alpha skala sebesar 0,95 responden. Hasil penelitian menemukan bahwa terdapat dukungan sosial teman sebayapada siswa kelas XI IPS di SMAN 6 Kota Kupang. Berdasarkan jenis kelamin ditemukan bahwa siswa perempuan mengalami dukungan sosial teman sebaya dengan presentase 55.8% lebih tinggi dibandingkan siswa laki-laki dengan nilai presentase 44,2%.

Kata kunci: *Dukungan sosial*

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Introduction

Education plays an important role in creating a complete human being and can be useful for himself, his family, society, and the nation. The function of education is to shape students' attitudes and orientation towards learning, instill a positive attitude, provide knowledge and develop learning skills effectively (Dayanti et al, 2020). Schools are formal educational institutions, where students learn and teachers teach. At school, students have different socio-economic backgrounds, intellectual abilities, and different physical abilities.

Schools are formal educational institutions, where students learn and teachers teach. At school, students have different socio-economic backgrounds, intellectual abilities, and different physical abilities. The level of formal education in Indonesia starts from Elementary School (SD), Junior High School (SMP), and Vocational High School (SMK) or Senior High School (SMA). Senior High School (SMA) is a secondary education level in formal education in Indonesia that is carried out after graduating from Junior High School (SMP) or its equivalent.

Based on interviews and initial observations conducted on March 14 to 2 students of SMAN 6 Kupang City, the first interview data were obtained for Z students of class XI IPS 3 who said that there was no good relationship with his classmates so that Z found it difficult to do assignments. Z also feels that there is no reciprocal relationship between Z and his friends, such as providing support when his friends participate in competitions. The results of other interviews obtained from DN who is also a student of second-year social science class who is inversely proportional, where DN has good relationships with friends in class and even they always support each other.

Peers are children or adolescents who have approximately the same age or level of emotional maturity. Teenagers spend more time with their peers, attitudes,

talks, interests, appearances, and behavior of peers have a greater influence than the Santrock family (Puspitasari, 2010).

Peers have an important role in social support related to the above problems. Social support is an interpersonal interaction such as giving emotional attention, providing instrumental assistance, providing information, or other forms of help. This can have a positive impact and provide strength for individuals in dealing with stress and can improve physical health as well.

Based on the description of the background and previous studies above, the writer is interested in re-examining whether there is a level of peer social support in class XI IPS students. The purpose of this study was to determine the level of peer social support in second-year social science students for 2020 to 2021 academic year at Senior High School of 6 Kupang City.

Method

This research uses a quantitative research type with descriptive research type and describes an overview of the object under study through data or samples that have been collected as they are. The population in this study were all students of second-year social science major students in Senior High School of 6 Kupang City. The sampling technique of this study used a stratified random sampling technique with a sample of 50 respondents. Data collection is done by collecting primary data in the form of interviews and scales, while secondary data is school documents for second-year social science students in Senior High School of 6 Kupang City.

The instrument in this study was a social support psychological scale made by the researcher. The psychological scale contains statement items to be responded to by research subjects. The research technique used is reliability test and validity test. The reliability test uses the Cronbach's Alpha technique while the Validity Test

uses the item discrepancy validity test using data from 52 research respondents. The data processing technique was carried out by cleaning, editing and, coding stages, while the analysis technique in this study used descriptive analysis techniques to analyze the variables of the level of peer social support with a quantitative approach.

Result

Table 1. *Characteristics of Respondents based on Age*

age	frequency	percentage (%)
15	2	11.5
16	20	38.5
17	24	46.1
18	2	3.8
Total	52	100%

Based on table 1, it is known that there are 2 respondents in the 15 year age group (11.5%), the 16 age group as many as 20 people (38.5%), the 17 year age group as many as 24 people (46.1%), the 18 year age group as many as 2 people (3.8 %), the age group of 18 years is 1 person (2%).

Table 2. *Categorization of Peer Social Support by Gender*

		Medium	High	Total
Girls	Amount	6	23	29
	% of Total	11.5%	44.2%	55.8%
Boys	Amount	5	18	23
	% of Total	9.6%	34.6%	44.2%
Total	Amount	11	41	52
	% of Total	21.2%	78.8%	100.0%

It can be seen that out of 52 respondents, the highest score for female peer social support is 44.2%, with the number of female respondents being 23 students. While the male respondents found the highest peer social support score of 78.8%, with a total of 41 students.

Table 3. *Categorization of Aspects of Emotional Support by Gender*

		Medium	High	Total
Girls	Amount	6	23	29
	% of Total	11.5%	44.2%	55.8%
Boys	Amount	5	18	23
	% of Total	9.6%	34.6%	44.2%
Total	Amount	11	41	52
	% of Total	21.2%	78.8%	100.0%

Table 3 shows that out of 52 respondents, the highest score for female peer emotional support is 44.2% with 23 female respondents. While the score of peer emotional support on male respondents is the highest at 34.6% with the number of male respondents being 18 students.

Table 4. *Categorization of Award Support Aspects by Gender*

		Medium	High	Total
Girls	Amount	6	23	29
	% of Total	11.5%	44.2%	55.8%
Boys	Amount	6	17	23
	% of Total	11.5%	32.7%	44.2%
Total	Amount	12	40	52
	% of Total	23.1%	76.9%	100.0%

Table 4 shows that out of 52 respondents, the highest score for female peer emotional support is 44.2% with 23 female respondents. Meanwhile, the highest score of peer emotional support for male respondents was 32.7% with 17 male respondents.

Table 5. *Categorization of Instrumental Support Aspects by Gender*

		Medium	High	Total
Girls	Amount	9	20	29
	% of Total	17.3 %	38.5 %	55.8
Boys	Amount	3	16	23

	% of Total	5.8 %	30.8%	44.2%
	Amount	12	36	52
Total	% of Total	23.1%	69.2%	100.0%

Table 5 shows that out of 52 respondents, the highest score for female peer instrumental support is 38.5% with 20 female respondents. Meanwhile, the highest score of peer emotional support for male respondents was 30.8% with 16 male respondents.

Table 6. *Categorization of Information Support Aspects by Gender*

		Medium	High	Total
Girls	Amount	6	23	29
	% of Total	11.5%	44.2%	55.8%
Boys	Amount	6	17	23
	% of Total	11.5%	32.7%	44.2%
Total	Amount	12	40	52
	% of Total	23.1%	76.9%	100.0%

Table 6 shows that from 52 respondents, the highest score of peer information support for women was 44.2% with 23 female respondents. Meanwhile, the score for peer information support for male respondents was the highest at 32.7% with 17 male respondents.

Table 7. *Categorization of Social Network Support Aspects by Gender*

		Medium	High	Total
Girls	Amount	10	19	29
	% of Total	19.2%	36.5%	55.8%
Boys	Amount	5	18	23
	% of Total	9.6%	34.6%	44.2%
Total	Amount	15	37	52
	% of Total	28.8%	71.2%	100.0%

Table 7 shows that out of 52 respondents, the highest score for female peer emotional support is 36.5% with 19 female respondents. While the score of peer emotional support on male respondents is the highest at 34.6% with the number of male respondents being 18 students.

Discussion

In table 3, data obtained through the category of peer emotional support scores based on gender, found that female students tended to experience a form of emotional support by 55.8% compared to students with male gender with a percentage of 44.2%. This proves that female students tend to have peers who support students in various forms, both in the form of giving attention, sympathy, appreciation, comfort or mutual trust among peers.

In table 4, the data obtained from the score table for categorization of award support based on gender in female students, found that female students tend to show the support of awards received in their peer environment. This can be proven from the high score of award support of 55.8% compared to male students of 44.2%. Appreciation support itself involves the individual's expression of others in the form of positive things such as, agreeing with ideas, positive comparisons between individuals with other individuals, as in other people who have shortcomings or worse. In this study female students tend to show a positive assessment of their peers.

In table 5, the data obtained through the category of peer instrumental support scores based on gender, found that female students tended to experience a form of instrumental support by 55.8% compared to students with male gender with a percentage of 44.2%. Instrumental support itself includes direct assistance such as if someone is given or lent money or is assisted by carrying out tasks or work when

the individual is in an impossible condition. In this study, female students often provide direct assistance in the form of physical and material assistance.

In table 6, the data obtained through the category of peer information support scores based on gender found that female students tended to experience a form of information support by 55.8% compared to students with male gender with a percentage of 44.2%. Information support includes providing advice, instructions, suggestions, or feedback on how individuals can solve a problem. In this study female students tend to always provide information, instructions, suggestions to peers who are facing problems.

In table data obtained through the category of peer social network support scores based on gender, found that female students tended to experience a form of social network support by 55.8% compared to students with male gender with a percentage of 44.2%. Social network support occurs by providing a feeling that the individual is a member of a particular group and has the same interests. In this study female students tend to have the same interests as their peers in the group and the individual himself feels that he is accepted in the group.

Conclusion

Based on the research discussion above, it can be concluded that there is peer social support for students of class second year at Senior High School of 6 Kupang City. Based on gender, female students are known to have higher peer support than male students. Hurlock (2015) revealed that adolescent girls prioritize aspects of quality and the provision of values such as giving trust to peers, positive assessment of friends' attitudes, and motivating shared interests. In contrast to male students, Hurlock (2015) explains that teenage boys tend to be in larger and less intimate groups of friends, prioritizing status symbols that show the strength of their friendship group and the group's values.

Suggestion

1. For the school

The school of Senior High School of 6 Kupang City is advised to be able to provide opportunities for students to have sufficient time with their peers through an activity to share feelings and provide feedback, for example by participating in activities outside school hours.

2. For Research Subjects

The results of this study are expected to be input for students of Senior High School of 6 Kupang City so that they maintain good relationships with peers in their development so that they can help students to improve their ability to open themselves appropriately by choosing the right time and situation. The way that can be done is, filling break time with activities together with friends such as discussing, participating in extracurricular activities, because with extracurricular activities students will often gather with his friends so that he can tell the complaints that are being experienced.

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