

PEER SOCIAL SUPPORT FOR STUDENTS IN BOARDING SCHOOLS

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Abstract

This research was conducted to determine the level of social support among students attending boarding schools. The research method used is descriptive quantitative, with sample selection through quota sampling, involving 120 student respondents. The results of the study show that 13 respondents (10.83%) fall into the very high category, 66 respondents (55%) in the high category, 34 respondents (28.3%) in the medium category, 4 respondents (3.3%) in the low category, and 3 respondents (2.5%) in the very low category

Abstrak

Penelitian ini dilakukan untuk mengetahui tingkat dukungan sosial antar siswa yang tinggal bersekolah di boarding school. Metode penelitian ini menggunakan deskriptif kuantitatif dengan pengambilan sampel melalui quota sampling dengan jumlah responden sebanyak 120 siswa. Dari hasil penelitian didapatkan bahwa subjek dengan kategori tinggi berjumlah 13 responden (10.83%), subjek dalam kategori tinggi berjumlah 66 responden (55%), subjek dengan kategori sedang berjumlah 34 responden (28.3%), subjek dengan kategori rendah berjumlah 4 responden (3.3%) dan subjek dalam kategori sangat rendah berjumlah 3 responden (2.5%)

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INTRODUCTION

Students in boarding schools are referred to as "santri," who study at the school and also reside in dormitories provided by the boarding school (Samranah, 2017). In a boarding school, there are many santri who live together, sharing meals, bathing, sleeping, and studying. Interaction among santri is a natural occurrence, but apart from this intense interaction, the quality of these interactions is also crucial. Quality interactions foster support between one santri and another, creating positive relationships. Positive relationships cultivate support among santri in carrying out various learning activities at the boarding school, including material, non-material, peer support, and social support.

Every individual requires social support and should mutually provide it. This is because humans, by nature, are social beings who depend on one another. Without social support, it can be challenging for individuals to lead their lives effectively (Dianto, 2017). Social support encompasses attention, comfort, appreciation, and assistance received by an individual from others or groups (Sarafino & Smith, 2011). Such social support is derived from close social relationships, such as those with parents, partners, coworkers, siblings, teachers, community members, and peers (Tentama, 2015).

Peer social support refers to the assistance provided by peers during times when individuals need help, making them feel valued and loved by their surroundings. Taylor (2018) states that peer social support involves instrumental, informational, and emotional assistance from peers, which enables students to feel appreciated and acknowledged (Tari & Nastiti, 2021). Santrock (2005) notes that peers can serve as sources of information about the outside world beyond the family, offering advice and praise regarding one's actions, whether good or bad.

According to Taylor (2018), there are four aspects of social support: Emotional Support: This is the emotional attention received from others in the form of warmth, empathy, care, and concern, leading individuals to feel noticed by others. Indicators of this aspect include feeling warmth, receiving empathy, experiencing care, and feeling attention. Esteem Support: This support manifests as positive recognition from others, encouragement to progress, approval of an individual's ideas or feelings, and positive comparisons with others. Indicators include feeling positively appreciated, feeling motivated to advance, and experiencing positive comparisons with others. Instrumental Support: This involves tangible assistance received from others, such as material help, services, the provision of goods, and financial assistance. Indicators of this aspect include feeling that material assistance is received, experiencing services, and receiving goods. Informational Support: This support involves receiving advice, guidance, suggestions, or feedback from others, enabling individuals to address their problems and seek solutions. The indicator for this aspect is feeling that advice has been received.

RESEARCH METHOD

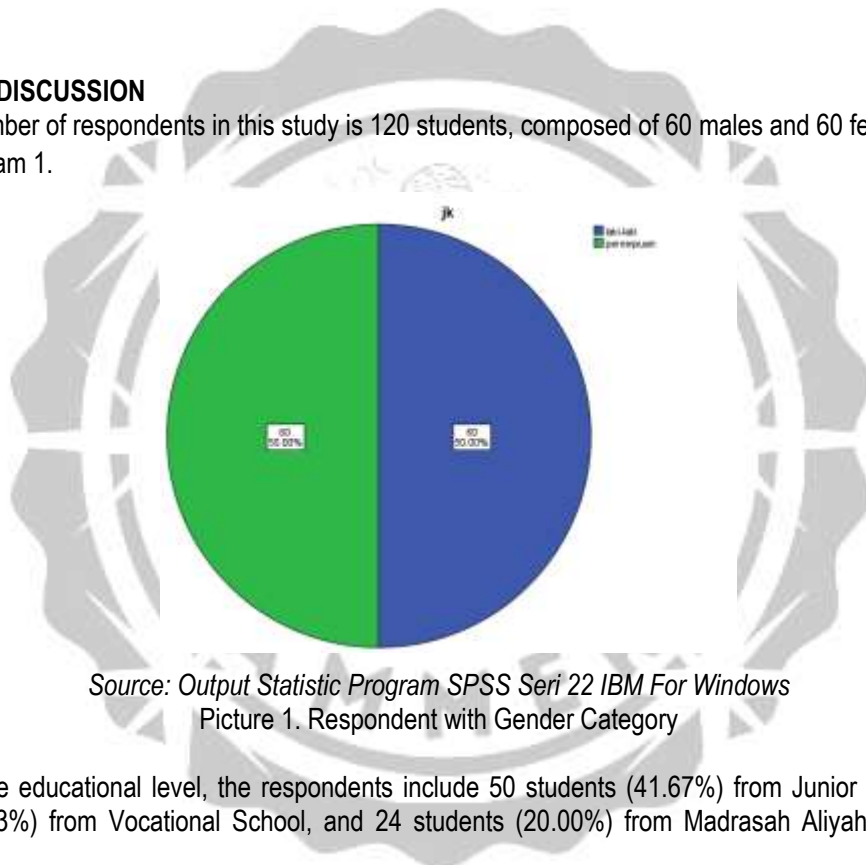
Population refers to the generalization area consisting of objects or subjects with certain qualities and characteristics defined by researchers for study and subsequent conclusion (Sugiyono, 2015). The population in this study consists of santri from the Anwarul Haromain Islamic boarding school in Trenggalek Regency, aged 13 to 18 years. This age range is considered because individuals in this age group share similar developmental tasks, namely self-development in the educational realm for future adult life. The sample for this study consists of 120 individuals drawn from the population, specifically selected from those aged 13 to 18 years who are santri at the Anwarul Haromain Islamic boarding school, using quota sampling technique. The sample comprises students from Junior High School, Madrasah Aliyah, and Vocational School, with a total of 120 students—60 male and 60 female. This study employs a quantitative research design. According to Sugiyono (2015), quantitative research methods are based on positivist philosophy and are used to study specific populations or samples. This research is descriptive, aiming to observe the phenomenon of social support occurring in the research field. Data for this study were obtained by measuring research variables using a scale that comprises a series of statements reflecting the variables through indicators or behavioral aspects of the relevant variables (Azwar, 2015). For the



peer social support questionnaire, the aspects used are based on Taylor (2018), which include emotional support, esteem support, instrumental support, and informational support. Based on the results of the discrimination test of 48 items using a discrimination index criterion of $\text{item} \geq 0.300$, it was found that 8 items were removed, leaving 40 valid items with item discrimination coefficients ranging from 0.321 to 0.773. During the validity test, the researcher conducted three rounds of testing. In the first round, 7 items were removed, leaving 41 items. Some items were still removed in the validity test. In the second round, 1 item was removed. In the third round of validity testing, no items were removed, leaving 40 valid items, with corrected item total correlation coefficients ranging from 0.321 to 0.773. The reliability test in this study was conducted concurrently with the item discrimination test and was determined based on the Cronbach's Alpha values obtained in each round of analysis. The reliability test results for the academic stress scale using SPSS version 22 for Windows with the Cronbach's Alpha method showed a value of 0.944 in the first round with 48 scale items tested. In the second round, the Cronbach's Alpha was 0.952 from 41 scale items tested, and in the third round, it achieved a Cronbach's Alpha of 0.952 from the 40 valid items.

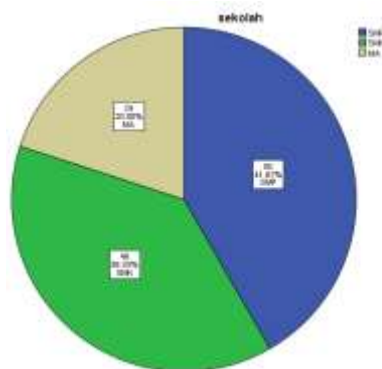
RESULT AND DISCUSSION

The number of respondents in this study is 120 students, composed of 60 males and 60 females, as shown in Diagram 1.



Source: Output Statistic Program SPSS Seri 22 IBM For Windows
Picture 1. Respondent with Gender Category

From the educational level, the respondents include 50 students (41.67%) from Junior High School, 46 students (38.33%) from Vocational School, and 24 students (20.00%) from Madrasah Aliyah, as depicted in Diagram 2.



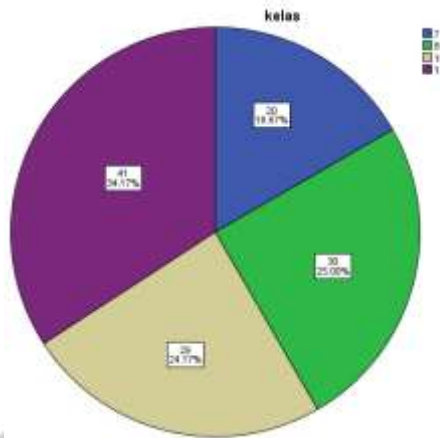
Source: Output Statistic Program SPSS Seri 22 IBM For Windows
Picture 2. Respondent With Education

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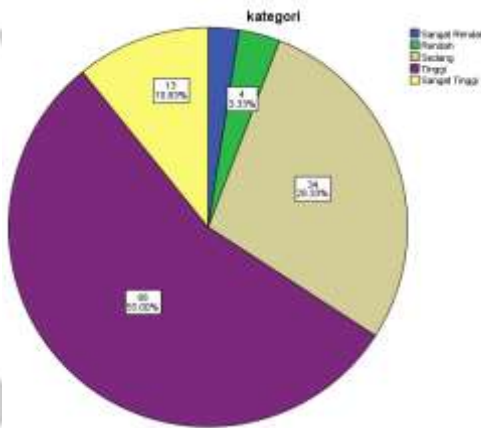
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In terms of class composition, the respondents are from different grades: 20 students (16.67%) from grade 7, 30 students (25%) from grade 8, 29 students (24.17%) from grade 10, and 41 students (34.17%) from grade 11, as described in Diagram 3.



Source: Output Statistic Program SPSS Seri 22 IBM For Windows
Picture 3. Respondent Category Class



Source: Output Statistic Program SPSS Seri 22 IBM For Windows
Picture 4. Category Perception of Respondent

From the table above, it can be seen that the majority of research subjects have a high level of peer social support. Specifically, there are 13 respondents (10.83%) in the very high category, 66 respondents (55%) in the high category, 34 respondents (28.3%) in the moderate category, 4 respondents (3.3%) in the low category, and 3 respondents (2.5%) in the very low category.

The categorization is based on hypothetical statistics, which utilize measurement tools as a reference. This procedure requires that the measuring tools used are validated instruments (Azwar, 2020). The research results indicate that the social support received by boarding school students is predominantly categorized as high, demonstrating that social interaction within the boarding school environment falls into a good category.

Furthermore, as social beings, humans always need interaction with others in their lives. According to Bronfenbrenner (as cited in Santrock, 1995), parents, teachers, and peers are social agents within the individual's microsystem that facilitate daily interactions. Students spend a significant amount of their time interacting with their living and school environments.

Social support is essential for boarding school students to adapt to their surroundings, reduce academic stress, help resilience, and support the learning process. This supports Dianto's (2017) research, which states that students' learning processes heavily rely on social support, such as parental

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support for learning at home, peer support in group study motivation, and teacher support during school learning.

Similarly, research by Atkinson (as cited in Suhita, 2005) indicates that individuals with numerous social ties tend to have a longer lifespan. Additionally, they are relatively more resilient to stress related to illness compared to those with fewer social connections. Social support generally reflects the role or influence and assistance provided by significant others, such as family members, friends, teachers, and the surrounding community.

According to Sarason et al. (as cited in Suhita, 2005), social support plays a vital role in preventing threats to mental health. Students with lower social support are more likely to experience weaknesses in various aspects, such as poor social interaction, inadequate ability to engage with others, and negative psychological consequences (Dianto, 2017).

The benefits for students receiving high social support include increased optimism in facing current and future life challenges, enhanced psychological needs fulfillment, a higher resilience level, reduced anxiety, improved interpersonal skills, the ability to achieve desired outcomes, and better adaptation to stress (Dianto, 2017).

CONCLUSION

The research findings reveal data on peer social support among boarding school students, indicating that the majority of study subjects fall into the high category of peer social support. Specifically, there are 13 respondents (10.83%) in the very high category, 66 respondents (55%) in the high category, 34 respondents (28.3%) in the moderate category, 4 respondents (3.3%) in the low category, and 3 respondents (2.5%) in the very low category.

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