THE RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND SELF-IDENTITY IN ADOLESCENTS AT THE SMAK PENABUR HARAPAN INDAH

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ABSTRACT

In adolescence the search for self-identity is very important to form one's identity. So peer social support becomes the basis for the formation of self-identity. This study is a quantitative study that aims to examine the relationship between peer social support and self-identity. The subjects in this study were students of class XI IPS and IPA at SMAK Penabur Harapan Indah with a total of 123 samples using the Proportional Random Sampling technique. The method of data collection in this study was a questionnaire. This study uses 2 measuring scales, namely: the scale of the measuring instrument for the peer social support variable and the measuring instrument for the self-identity variable. The validity and reliability test for the social support scale is known to have a total item correlation validity between 0.663 to 0.740, with a reliability of 0.893. The self-identity scale is known to have a total item correlation validity between 0.674 to 0.847, with a reliability of 0.818. The results of research data analysis using the Bivariate Correlation method obtained r = 0.268 and p = 0.003, p <0.05. So the results of this study indicate that there is a significant relationship in a positive direction between peer social support and self-identity.

Keywords: Peer Social Support, Self Identity.

PRELIMINARY
BACKGROUND

In adolescence the search for self-identity is very important to shape him. Thus, peer social support becomes the basis for the formation of self-identity. Because teenagers spend more time with their peers than with their parents. Adolescents who manage to form their identity well can take the right role in their lives. The formation of self-identity in adolescence, will be able to direct behavior and attitudes towards the environment, influence in seeing and making choices about alternatives that arise.

The search for self-identity according to Erikson (in Papalia, 2009) is a person's conception of self, goal setting, values, and beliefs. Adolescents' efforts to understand themselves are vital and healthy processes that are based on the achievement of previous stages. One of the stages of development in human life is adolescence. According to Santrock, (2007:20), adolescence (adolescence) is a period of developmental transition between childhood and adulthood, which involves biological, cognitive, and socio-emotional changes. The main task of adolescents is to prepare themselves to enter adulthood (Larson in Santrock, 2007:20).

In this transition period, adolescents begin to learn to express feelings in a more mature way and try to gain emotional freedom by joining with their peers. In addition to parents, adolescents can accept the presence of these other people so that they have an important role to give each other help, support or encouragement.

This support and assistance given by others is known as social support. Social support is physical and psychological comfort provided by friends or family members, according to Sarason & Pierce (in Baron, A. Robert & Byrne, Donn, 2005: 244) Peer social support is a provision of assistance or support given by peers that can be felt by the individual (perceived support) when needed, so that the individual feels loved and appreciated by the surrounding environment.

Social support received can make individuals feel calm, cared for, self-confident and competent. The availability of social support will make individuals feel loved, valued and part of the group. The existence of peers is very important for the lives of adolescents, for that adolescents must get good acceptance and support from their peers. Good acceptance and support from peers is something that can help form a positive adolescent self-identity. Through gathering with peers who have similarities in certain things, adolescents can change their life habits and can try new things and support each other.

Psychological changes and demands from the environment to be able to be independent are experienced by adolescents. Teenagers need to find out about who they are and what distinguishes themselves from others. The formation of self-identity that occurs in adolescents is one way to overcome the shocks experienced by each individual in going through their teenage years. The shock experienced by adolescents is part of an identity crisis that must be overcome and resolved. That the self-awareness of the certainty of the path taken and confidence about the recognition of others will be obtained by adolescents if adolescents are able to go through and resolve identity crises. On the other hand, if the crisis fails to be resolved and ended properly, during adulthood the teenager will experience confusion about his role in society, so that in the end the teenager does not know what he will become and who he is in the observations of others.

Therefore, to be able to resolve the identity crisis in an effort to form their identity, adolescents really need support from their peers. From the social support obtained through their peers, adolescents can become aware of the strengths and weaknesses that exist in themselves so that adolescents are able to form their identity.

Before this research was conducted the author had made several observations and interviews with several students and BK teachers at SMAK Penabur Harapan Indah school. From the information provided, students choose college majors according to their talents and interests. However, some have difficulty choosing their own majors, so they just go along with their friends.

Students who have a good self-identity can manage time well so that they have good grades in school, students can also make good decisions. Thus, it can be concluded that students who have a positive self-identity find it easier to choose their college majors than students who have a negative self-identity.

In the description above, the formulation of the problem in this study is: "Is there a relationship between peer social support and self-identity in adolescents at SMAK Penabur Harapan Indah?".

Previous research conducted by Amie Ristianti (2012), entitled the relationship between peer social support and self-identity in adolescents at Pusaka 1 Jakarta High School. In his research, hypothesis testing in this study using a relationship test, it is known that the correlation

coefficient (r) obtained is 0.565 with a significance of 0.000 (p < 0.01). These results indicate that there is a relationship between peer social support and self-identity in adolescents at Pusaka 1 Jakarta High School.

There is another study conducted by Al Fitri Suryani Shiddiq (2013), based on the results of the correlation test between peer social support and self-identity, an r-value of 0.637 was obtained. The value of r table at 5% significance level for N 55 is 0.279, so r count (0.637) > r table (0.279). This means that there is a significant positive correlation between peer social support and self-identity. This value is supported by the coefficient of determination of 0.406, meaning that the effective contribution given by the peer social support variable to self-identity is 40.6%, while the remaining 59.4% is influenced by other factors. Based on these results, it can be concluded that the higher the peer social support, the more optimal the formation of self-identity for foster adolescents at the Sinar Melati Orphanage in Yogyakarta.

Based on the results of these studies, it can be concluded that peer social support is an important part in the formation of self-identity.

RESEARCH PURPOSES
This study aims to determine the relationship between peer social support and self-identity in adolescents at SMAK Penabur Harapan Indah.

LITERATURE REVIEW
DEFINITION OF SELF-IDENTITY
According to Erikson (in Papalia, 2009:65) identity is defined as a coherent conception of the self, consisting of goals, values, and beliefs that are fully believed by the person concerned to be the focus during adolescence. While Stuart and Sundeen (in Komaruddin and Khoiruddin, 2016:36), Self-identity is nothing but awareness of oneself that comes from observation and assessment which is a synthesis of all aspects related to self-concept as a unified whole.

Komaruddin and Khoiruddin (2016: 36) say that self-identity is a component of self-concept that allows individuals to maintain a consistent stance and therefore allows a person to occupy a stable position in their environment.

SELF-IDENTITY FACTOR
According to Erikson (in Uswatun Khasanah, 2013) there are seven dimensions of self-identity, namely:
a. Subjective
   Based on the experience of the individual, namely that the individual can feel a cohesive feeling or the lack of certainty from within himself.
b. Genetics
   This relates to a trait that is passed on from parents to their children.
c. Dynamic
   This process arises from the identification of the individual's childhood with adults which then draws them into a new form of identity that, on the other hand, becomes dependent on the role of society for adolescents.
d. Structural
   This is related to future planning that has been prepared by teenagers, or in other words, teenagers have prepared for their future life.
e. Adaptive

The development of adolescent identity can be seen as an adaptive outcome or achievement. Identity is the adjustment of adolescents regarding specific skills, abilities, and strengths into the society in which they live.

f. Psychosocial reciprocity

Emphasizes the reciprocal relationship between youth and the world and its social community.

g. Existential status

That teenagers are looking for meaning in their lives as well as meaning in life in general.

ASPECTS OF SELF-IDENTITY

According to Marcia (in Santrock, 2007: 194), there are three aspects of adolescent development that are important to identify identity formation, including:

a. Adolescents must be sure that they have parental support.
b. Adolescents must achieve the initiative (sense of industry).
c. Adolescents must be able to do self-reflection concerning their future.

FACTORS AFFECTING YOUR SELF-IDENTITY

Marcia (in Komaruddin & Khoiruddin, 2016:37), there are several factors that influence the process of forming self-identity, namely:

a. The degree of identification with parents before and during adolescence.
b. Parenting patterns set by parents.
c. There is a role model.
d. Social expectations about identity choices that exist in family, school, and peers.
e. The degree of individual openness to various alternative identities.
f. The level of personality in pre-adolescence that provides a suitable foundation for overcoming identity.

SOCIAL SUPPORT
UNDERSTANDING SOCIAL SUPPORT

Humans are social creatures who need social support in living their lives and to help deal with various problems. Social support can be obtained from family and peers. Social support is physical and psychological comfort provided by friends or family members, according to Sarason & Pierce (in Baron, A. Robert & Byrne, Donn, 2005: 244).

Gottlieb (in Smet, 1994:135) social support consists of verbal or non-verbal information or advice, tangible help, or actions that are given by social intimacy or obtained because of their presence and have emotional benefits or behavioral effects for the recipient.

According to Sarafino (in Smet, 1994: 136), social support refers to the pleasure felt, appreciation for caring, or helping people receive from other people or groups.

SOCIAL SUPPORT DIMENSIONS

House (in Smet 1994:136) there are several dimensions of social support, namely:

a. Emotional support

Emotional support includes expressions of empathy, concern and concern for the person concerned.

b. Award support

Appreciation support occurs through expressions of respect (positive appreciation) for the person, encouragement or agreement with the individual's ideas or feelings, and positive comparisons of that person with others.

c. Instrumental support
   Instrumental support includes direct assistance, such as when people lend the person money or help with work in times of stress.
d. Informative support
   Informative support includes providing advice, hints, suggestions and feedback.

PEER SOCIAL SUPPORT

Adolescents have a strong need to be liked and accepted by their peers or groups. As a result, they will feel happy when accepted and on the contrary will feel very depressed and anxious if they are excluded and belittled by their peers. One of the functions of peer groups is as a source of information about the world outside the family (Santrock, 2007:55). Peers are children or adolescents who have approximately the same age or level of maturity (Santrock, 2007:55).

TEENAGER

Adolescence is a period of developmental transition between childhood and adulthood, which involves biological, cognitive, and socio-emotional changes (Santrock, 2007:20). The main task of adolescents is to prepare themselves to enter adulthood according to Larson (in Santrock, 2007:20). Adolescence begins around the age of 10 to 13 years and ends around the age of 18-22 years. Biological, cognitive, and socio-emotional changes experienced by adolescents can range from the development of sexual function to abstract thought processes to independence (Santrock, 2007:20).

THE RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND SELF-IDENTITY IN ADOLESCENTS

Self-identity is needed by adolescents to know themselves better, to explain themselves, and their role in society. To form themselves Teenagers need group acceptance, peer social support has a role in the formation of their identity.

Social support received can make individuals feel calm, cared for, self-confident and competent. The availability of social support will make individuals feel loved, valued and part of the group. The existence of peers is very important for the lives of adolescents, for that adolescents must get good acceptance and support from their peers. Good acceptance and support from peers is something that can help the formation of a positive adolescent self-identity. Through gathering with peers who have similarities in certain things, adolescents can change their life habits and can try new things and support each other.

The existence of a relationship between peer social support and adolescent self-identity is in accordance with the opinion of Smet (1994:133) if individuals feel supported by the environment, everything can become easier when experiencing stressful events. Meanwhile, the absence of social support from peers can cause feelings of loneliness and loss that can interfere with the process of achieving self-identity in adolescents.

HYPOTHESES

From the formulation of the problem above and based on the theory that has been described, the authors propose as follows: Ha: There is a relationship between peer social support and self-identity in adolescents at SMAK Penabur Harapan Indah.

RESEARCH METHODS
RESEARCH VARIABLE
The two variables studied in this study were the independent variable (peer social support) and the dependent variable (self-identity).

a. Social support is information or verbal or non-verbal advice, tangible assistance, or actions provided by social intimacy and obtained from one's social network. Measured based on the social support scale consisting of: emotional support, appreciation support, instrumental support, informative support.

b. Self-identity is a self-image that is consistent and develops over time to understand oneself, place oneself and give meaning to oneself appropriately in the context of life in finding one's identity. Measured based on a self-identity scale consisting of: self-concept, self-evaluation, self-esteem, self-efficacy, self-confidence, responsibility, commitment, perseverance, independence.

POPULATION, TECHNIQUES, AND SAMPLING
In this study, the population was students at SMAK Penabur Harapan Indah. The population is 181 people and the sample is 123 people.

The sampling method used in this study is proportional random sampling, which is a sample consisting of sub-samples whose balance follows the balance of sub-populations (Sutrisno Hadi, 2015: 110).
The method used to test and analyze the data is Bivariate Correlation.

DATA ANALYSIS AND DISCUSSION
In this study, the normality test was carried out with the help of the SPSS for Windows version 22.0 program. The normality test of the data used Kolmogorov-Smirnov, because the research respondents numbered more than 100. At the level of peer social support from the results of the study, it was obtained that the p data was 0.020, thus the p value <0.05, it can be seen that the score is not normal and is in the category "high" this can be seen from the mean finding of 87.8. In self-identity from the results of the research, the data obtained are p data of 0.000, thus p <0.05, it can be seen that the distribution of the data is not normal and this variable is in the "high" category, this can be seen from the mean finding of 83.9.

Based on the results of the data obtained correlation coefficient r of 0.268 with p 0.003. This figure shows a significant correlation because p < 0.005 between peer social support and self-identity in a positive direction means that the higher peer social support, the higher self-identity. On the other hand, the lower the peer social support, the lower the self-identity. Looking at the results of this study, it is clear that the level of peer social support is related to self-identity.

HYPOTHESIS TEST
Hypothesis testing in this study using the Bivariate Correlation statistical test obtained r of 0.268 with p 0.003 it can be stated that Ho which reads "there is no relationship between peer social support and self-identity in adolescents at SMAK Penabur Harapan Indah" is rejected, while Ha which reads "there is a relationship between peer social support and self-identity in adolescents at SMAK Penabur Harapan Indah" is accepted. This means that there is a significant relationship between peer social support and self-identity in adolescents at SMAK Penabur Harapan Indah.

CONCLUSIONS AND SUGGESTION
CONCLUSION
From the results of data analysis which is then supported by discussion, it can be concluded that there is a significant relationship with a positive direction between peer social support and self-identity in adolescents at SMAK Penabur Harapan Indah. The higher the peer social support, the higher the self-identity. On the other hand, the lower the peer social support, the lower the self-identity.

SUGGESTION
After conducting research and analyzing the research data obtained, the authors propose several suggestions, namely:
1. Theoretical Suggestions
   It is hoped that the results of this research can be useful as a theoretical scientific contribution, and can enrich knowledge, especially in the fields of developmental psychology, educational psychology and enrich references for other researchers who want to use peer social support variables, self-identity.
2. Practical Advice
   a. For student
      It is recommended for students to increase their positive self-assessment and provide appropriate advice to peers in order to determine the best choice.
   b. For School
      The school is advised to add student activities such as extracurricular activities related to increasing students' commitment, perseverance and independence. So that students can form a better self-identity accompanied by social support from peers.
   c. For Researchers
      It is recommended for researchers who want to continue research to relate other variables as independent variables of Self-Identity which can expand knowledge and add references and information in the discipline of psychology. It is hoped that research can be carried out with subjects not only from the XI high school level, but also students from the XI and XII grades of SMP and SMA, so that the research results can be generalized to a wider population and obtain more diverse and comprehensive research results.

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