

## THE RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND STUDENT ENGAGEMENT IN AL-HIDAYAH HIGH SCHOOL STUDENTS MEDAN

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### ABSTRACT

The aim of this research is to determine the relationship between peer social support and student engagement. This research method is a quantitative method with a correlational approach. The population in this study was 93 students with a sample of 93 students. The sampling technique used is total sampling technique. Based on the results of the product moment correlation test above, it can be seen that the significance value of the peer social support and student engagement variables is  $0.001 < 0.05$ . This explains that there is a significant relationship between social support from peers and student engagement in students. The Pearson correlation value obtained between peer social support and student engagement was 0.677. This explains that the variable peer social support and student engagement has a positive correlation with a strong correlation coefficient. The determinant coefficient value obtained is 0.458 or 45.8% of the influence of peer social support on student engagement. Based on the determinant coefficient value, it can be seen that the influence of peer social support on student engagement is 45.8% and the remaining 54.2% is influenced by other factors.

**Keywords:** *Peer Social Support, Student Engagement, Students*

### 1. INTRODUCTION

Education is something that aims to create individuals who are knowledgeable, independent, responsible and have noble character. Education is any effort that is planned and based on students' awareness to be actively involved in developing their inner potential, intelligence and necessary skills (Zurriyati & Mudjiran, 2021). According to Dewantara, education is a necessity in the life and growth and development of children, meaning that education aims to shape the character and character of the child himself so that as an individual and part of a member of society he can achieve the best possible benefits and happiness (Zakky, 2018). The aim of the educational process is to achieve optimal learning results. For optimal results in learning, active student involvement in learning is required. Active involvement of students in learning is called student engagement (Ciba, 2017). Student engagement itself is conceptualized as learning activities in the classroom behaviorally, emotionally and cognitively to improve learning outcomes and student development and outside the classroom which shows their participation in learning (Mazer, 2013; Trowler, 2010). Marks (2000) suggests that student involvement is very important for students' social and cognitive development so that it can improve student achievement. Students who are engaged with school are more likely to learn, find valuable experiences, graduate, and pursue higher education. Meanwhile, students who are less involved in class have low achievement motivation (Junianto, Bashori, and Hidayah, 2021), feel bored in class, and even drop out (Pradhata & Muhid, 2021). Apart from that, Fikrie and Ariani (2019) stated that one of the efforts to improve education in Indonesia is by developing student involvement in schools.

Based on initial survey results, it was found that more than 63% of students at SMAS Al-Hidayah Medan experienced problems related to student engagement. The problem that is most often encountered is feeling bored when studying which results in students skipping lessons. Apart from that, another problem that occurs is that many students are less interested in studying, always thinking about things outside of learning and school, such as thinking about what they want to eat during breaks and what activities to do after school. Ikram & Rusli (2020) stated that student

engagement itself is influenced by internal and external factors which cause motivational dynamics and give rise to student learning involvement. There are external factors and the context will fulfill students' psychological needs which can increase their engagement. External factors include teachers or peers who can provide a sense of comfort and have directed actions, then there are internal factors that can influence the dynamics of motivation for learning involvement.

According to Kiefer, Alley, & Ellerbrock (2015) that peer support can encourage student involvement in the learning process by increasing an environment that supports academic needs. This is because students who receive social support will feel comfortable and cared for when they need help (Maslihah, 2011). Peer support gives students a feeling of safety and acceptance thereby helping to increase engagement in school (Hamm & faircloth, 2005).

Peer support can help overcome problems that occur in students. This is because students interact more with their peers. Peers themselves are a group of individuals of the same age (Santrock, 2003). According to Muchtar, et. al, (2022) peers are an important source of emotional support throughout the transition to adolescence. The intensity and time spent with friends is greater in adolescence than at any other time in the life span. Taylor (2012) suggests that peer social support is a form of assistance or support provided by peers that individuals can feel when needed, so that individuals feel loved and appreciated by the surrounding environment. From the research results of Ikram & Rusli (2020), peer social support has an influence on student engagement and the magnitude of the influence of peer social support can influence student engagement. This is also in line with Putra's (2018) research results which stated that social support from peers can have a positive influence on student engagement. The higher the social support from peers, the higher the student engagement will be. Peer influence provides the most important social and psychological functions for students. Based on the explanation above, this research will be related to student engagement where peer social support is the independent variable with the hypothesis that there is a positive and significant relationship between peer social support and student engagement in students at SMAS Al-Hidayah Medan.

## **2. IMPLEMENTATION METHOD**

The research method used in this research is a quantitative method with a correlation approach. Quantitative methods are research methods obtained from collecting data in the form of numbers and then analyzing them using certain statistical calculations to answer the hypotheses that have been formulated (Sugiyono, 2017). The correlation approach was used because researchers wanted to know the relationship or correlation between peer social support and student engagement. The population in the study were 93 students at SMAS Al-Hidayah Medan. Meanwhile, the sampling technique used was total sampling. According to Sugiyono (2017), if the population is less than 100, then the entire population can be used as a research sample, which means the number of samples in this research is 93 students. The instruments used in this research are the peer social support scale and the student engagement scale. The scale model used is a Likert scale with four answer choices, namely very suitable, suitable, not suitable and very not suitable. To calculate data analysis using assumption tests and hypothesis tests, but before carrying out assumption tests, the scale is first tested for reliability. To test reliability, use Cronbach's alpha. Then the assumption test will be carried out for normality testing using the Kolmogorov Smirnov Test and linearity testing using the ANOVA test with the help of the SPSS version 23 for Windows application. To test the hypothesis, use the Pearson Product Moment correlation technique with the help of the SPSS version 23 for Windows application.

### 3. RESULTS AND DISCUSSION

#### Descriptive Test

Based on the results of research conducted on 93 students, the following descriptive statistical test results were obtained:

Table 1. Descriptive Statistical Test Results

Descriptive Statistics			
	N	Mean	Std. Deviation
Peer Social Support	93	65.84	11,395
Student Engagement	93	65.77	11,888

  

Gender	Amount
Man	43
Woman	50

Based on the results of the descriptive statistical test above, it can be seen that the peer social support variable has an average value of 65.84. The student engagement variable has a value of 65.77. The standard deviation for the peer social support variable is 11.395, while for the student engagement variable it is 11.888.

#### Reliability Test

Based on the research results, it was found that the student engagement scale and peer social support scale had been tested on 30 students. This trial was carried out to determine the validity and reliability of each scale. The validity test was carried out by comparing the calculated  $r$  and  $r$  table so that it was found that on the peer social support scale there were 24 valid items and on the student engagement scale there were 24 valid items. For reliability testing, use Cronbach's alpha with the following results:

Table 2. Reliability Test Results

Instruments	Cronbach's Alpha
Peer social support	0.916
<i>Student engagement</i>	0.933

#### 1. Assumption Test Results

##### Normality test

The normality test is a test carried out to determine whether the data used by a researcher is normally distributed or not normally distributed. Data can be said to be normally distributed if it has a significance value  $> 0.05$ , while data that is not normally distributed is data that has a significance value  $< 0.05$ .

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		Peer Social Support	Student Engagement
N		93	93
Normal Parameters, b	Mean	65.84	65.77
	Std. Deviation	11,395	11,888
Most Extreme Differences	Absolute	,140	,112
	Positive	,090	,076
	Negative	-.140	-.112
Statistical Tests		,140	,112
Asymp. Sig. (2-tailed)		.096c	.116c

Based on the results of the normality test above, it can be seen that the significance value of the peer social support variable is  $0.096 > 0.05$  and the student engagement variable is  $0.116 > 0.05$ , so it can be concluded that the data from the research results is normally distributed.

**Linearity Test**

The linearity test is a test carried out to find out whether variables X and Y have a linear relationship or not. Data is said to be linear if it has a significance value  $> 0.05$ , while non-linear data is data that has a significance value  $< 0.05$

Table 4. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student Engagement * Peer Social Support	Between Groups	(Combined)	1281,758	23	557,337	209,571	,000
		Linearity	1238.846	1	198,846	62,237	,003
		Deviation from Linearity	419,912	22	19,087	27,177	.114
	Within Groups	183,500	69	2,659			
Total			1302.258	92			

Based on the results of the linearity test above, it can be seen that the significance value of the deviation from linearity of the peer social support variable and the student engagement variable is  $0.114 > 0.05$ , so it can be concluded that the student engagement and peer social support variables are linear.

**2. Hypothesis Test Results**

Hypothesis testing is carried out to determine whether the hypothesis from this research can be accepted or not. The hypothesis of this research is that there is a positive and significant relationship between social support from peers and student engagement in students. The correlation technique used is the Pearson Product Moment correlation technique with the help of SPSS 23.0 for windows. The significance level used in this research is 0.05. The hypothesis will be accepted if  $p < 0.05$  and the hypothesis will be rejected if  $p > 0.05$ . To determine the correlation coefficient between the two variables, you can be guided by the provisions below:

Table 5. Interpretation Interval Correlation Coefficient Guidelines

Intervals	Interpretation
0.00-0.19	Very low
0.20-0.39	Low
0.40-0.59	Strong enough
0.60-0.79	Strong
0.80-1.00	Very strong

The following are the results of a hypothetical test

Table 6. Hypothesis Test Results

Correlations			
		Peer Social Support	Student Engagement
Peer Social Support	Pearson Correlation	1	,677**
	Sig. (2-tailed)		,001
	N	93	93
Student Engagement	Pearson Correlation	,677**	1
	Sig. (2-tailed)	,001	
	N	93	93

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the product moment correlation test above, it can be seen that the significance value of the peer social support and student engagement variables is  $0.001 < 0.05$ . This explains that there is a significant relationship between social support from peers and student engagement in students. The Pearson correlation value obtained between peer social support and student engagement was 0.677. This explains that the variable peer social support and student engagement has a positive correlation with a strong correlation coefficient. A positive correlation explains that the better the social support of peers for students, the higher the student engagement they have. Vice versa, the worse the social support of peers for students, the lower the student engagement they have. The determinant coefficient value obtained is 0.458 or 45.8% of the influence of peer social support on student engagement. Based on the determinant coefficient value, it can be seen that the influence of peer social support on student engagement is 45.8% and the remaining 54.2% is influenced by other factors.

#### 4. DISCUSSION

The importance of student engagement for students has been stated by previous researchers, namely Wang & Halcombe (2010), that student engagement is related to the student's academic achievement, which was then also explained by Hirschfield & Gasper (in Ciba, 2017) that students who have high student engagement good at learning can obtain adequate knowledge and skills in social. In social life, support is very important in increasing student engagement. Social support can come from anywhere (Sarafino, 2011), one of which is peers. Peers are a component in the school environment. The presence of other people in personal life is very necessary, remembering that each individual needs each other to provide support. According to Bart (in Saguni, 2013) that social support refers to the presence of comfort, attention, appreciation or helping people accept their conditions, where this support states that there is self-acceptance from other individuals or groups of individuals towards individuals who need support so that the individual feels that he cared for, appreciated and helped.

According to Fredricks, et al (2004) peers also influence student involvement. According to Santrock (2003), a peer group is a peer group where children have more or less the same age and maturity level. Having support from peers makes students feel more comfortable interacting with friends around them. This will make students more enthusiastic about completing assignments and challenges in every learning process at school (Marks, 2000). Shernoff in (Arifani, 2018) states that peer relationships are support from peers given to individuals to support academic activities at school. Support is provided in the form of trust and emotional connection. Relationships with peers will provide potential strength in shaping student behavior at school (Arifani, 2018) (Wentzel KR, 2003). The support provided by peers makes students get various information regarding the subjects taught by the teacher, students have a community together to learn together to solve any problems related to the subjects taught, and students feel comfortable because there are individuals of the same age who can provide input when experiencing problems related to class subjects, all of which have a big influence on student achievement (Patty, Wijono, & Setiawan, 2016). Lynch, Lerner and Leventhal (2013) also stated that having positive quality friendships will make students more active in every school academic activity. Therefore, it can be concluded that good peer social relationships will influence the level of student involvement in learning.

## 5. CONCLUSION

Based on the results of the product moment correlation test above, it can be seen that the significance value of the peer social support and student engagement variables is  $0.001 < 0.05$ . This explains that there is a significant relationship between social support from peers and student engagement in students. The Pearson correlation value obtained between peer social support and student engagement was 0.677. This explains that the variable peer social support and student engagement has a positive correlation with a strong correlation coefficient. The determinant coefficient value obtained is 0.458 or 45.8% of the influence of peer social support on student engagement. Based on the determinant coefficient value, it can be seen that the influence of peer social support on student engagement is 45.8% and the remaining 54.2% is influenced by other factors.

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