

Contribution of Peer Social Support to the Hardiness of Students

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Abstract: Hardiness is a characteristic of students who are able to be positively oriented and configure a stressful experience so that students can survive and develop. The existence of peers in the boarding school environment has an important role as social support in shaping the characteristics of the hardiness of students. The purpose of the study was to find out the contribution of peer social support to the hardiness of students in the grade XI of MA Manarul Huda Boarding School Tasikmalaya academic years 2018/2019. The research uses quantitative approaches and correlational methods. Sample collection was carried out with saturated sample techniques for 61 students — instrument used in the form of a questionnaire. The result of the study show: (1) in general the grade XI students have to peer social support in the medium category, (2) in general the hardiness of students in grade XI is in the high category, and (3) peer social support contributes positively and significantly to the hardiness of students. The findings of the study provide input for guidance and counselling teachers to develop and implement the design of guidance and counselling programs that have been made. Recommendations for researchers can then researching other factors that influence hardiness with a boarder range of participants.

Keywords: peer social support, hardiness, boarding school

I. INTRODUCTION

Difficulties and problems in life experienced by every individual. The personality of an individual who is able to endure every hardship and problem in his life is known as hardiness. Hardiness is a personality characteristic that is an intermediary to deal with the effects of stress due to changes in the situation and the stressor faced.

Hardiness has a positive orientation for individual behaviour through interrelated components, namely, commitment, control, and challenges. Commitment is related to the meaningfulness of activities in individuals so that they are able to engage in it. Control makes the individual believe that he is able to influence the event that is going to be experienced. While the challenge of making changes in the situation that occurs as an interesting challenge to develop themselves.

Hardiness is considered to be able to reduce threats and increase individual expectations to succeed in overcoming life problems. Individuals with high hardiness will acknowledge that everything that is done is part of their life decisions and is able to expand the meaning of each experience that is passed by staying oriented to the future. The main cause of problems faced by adolescents based on research that has been done to 60 adolescents, comes from pressure in school, economics, social relations both with friends and family, pressure and expectations of oneself and others, as well as risky events in his life. For students, especially in schools, the pressure in question tends to relate to fulfilling the demands that must be met. There are at least four dimensions of demands on students in school, namely physical demands,

assignments, messages and interpersonal. First, the physical demands related to the physical environment of the school such as the state of the classroom, equipment and infrastructure, cleanliness and health of the school, to the school's funding and care.

Second, the task demands related to the lesson tasks that must be done by students, including participating in various extracurricular activities. Third, the demands of roles as students and students when attending boarding school or boarding school. Fourth, interpersonal demands related to the interaction of students in the school environment. Regarding boarding school, one of the examples is Manarul Huda Islamic Boarding School. Currently MA Manarul Huda and MTs. Manarul Huda is under the Manarul Huda Islamic Boarding School Foundation. Both MA and MTs. Manarul Huda is only intended for students of Manarul Huda Islamic Boarding School.

The Manarul Huda Islamic Boarding School Foundation located in the Sukarame area of Tasikmalaya Regency integrates formal and non-formal education. Integration between formal and non-formal education in public schools and Islamic boarding schools as schools that focus on religion so that it can be called boarding school. Boarding school is an educational institution where students not only learn but also reside in the institution.

The activities carried out at MA Manarul Huda Boarding School are denser when compared to public schools. The existence of additional curriculum from Islamic boarding schools requires students to be able to learn discipline, be independent and be responsible for all

their tasks. Hardiness owned by students is closely related to social support received both in the form of morals and material provided by family, friends, relatives, or people who are meaningful in life, thus making students stronger and can reduce the burden on their lives. This is consistent with the results of research that shows there is a positive relationship between family social support and the level of hardiness possessed [9].

The lives of students at boarding school keep them away from their families and at all times together with their friends. Basically, students at the age of 15-18 years more often spend time with peers. The lives of students at boarding school can be directly or indirectly influenced by their friends both positively as a form of support, or negatively as ridicule. This form of support provided by friends is often referred to as peer social support.

Peer social support is the support felt by students in the form of emotional, instrumental, information, and assessment support from peers which makes students feel valued cared for, comfortable, and accepted in their environment. Individuals who get social support from peers have a positive tendency in life experiences, self-esteem, and positive outlooks in living their lives. Based on this, it is necessary to further investigate the contribution of peer social support to the hardiness of the XI MA Manarul Huda Boarding School students to survive in living life with all the consequences in the environment.

II. METHOD

The research method used in this paper is a quantitative approach (quantitative research). The quantitative approach is used to measure the amount of peer social support contribution to the hardiness of Class XI students at MA Manarul Huda Boarding School Tasikmalaya Academic Year 2018/2019 by collecting and analyzing data in the form of numbers through statistical processing. The choice of a quantitative approach is because the data collection procedure in research uses a more closed method by classifying responses (data) into several categories.

The method used in this research is correlational, while the research design uses explanatory design. Explanatory design in correlational research is carried out to collect data at one time so that it can provide the data needed even in a short time. The research method and design used in the study are in accordance with the research objectives, namely describing the amount of peer social support contribution to the hardiness of Class XI students at MA Manarul Huda Boarding School, Tasikmalaya.

Participants in the study were students of class XI MA Manarul Huda Boarding School Tasikmalaya. The research sample was taken using the saturated sample technique with 61 students. The instrument to measure peer social support is based on the theory of, which includes aspects of emotional support, instrumental, information, and judgment. The instruments before the due diligence numbered 30 items. Meanwhile, the research instrument used to measure hardiness is based on the theory of Kobasa with three aspects of hardiness, namely commitment, control, and challenge. Instruments

were totaling 35 items. Both instruments use a Likert scale with a scale of 0 to 3. Based on validity and reliability tests conducted by using Rasch modelling through the Winstep 3.7 application, there are 29 valid items for peer social support instruments with a very good level of reliability at a Cronbach alpha value of 0.91. The validity of the hardiness instrument is 31 valid items with a very good level of reliability at a Cronbach alpha value of 0.92.

III. RESULT

A. Overview and Discussion of Peer Social Support for Class XI Students MA Manarul Huda Boarding School Tasikmalaya

General description of peer support social class XI MA Manarul Huda Boarding School students Tasikmalaya are as follows (Table 1). Based on the Table 1, the social support of peer students in class XI MA Manarul Huda Boarding School Tasikmalaya tends to be in the medium category. That means students get support in the form of trust, goods or objects, good information instructions, knowledge, advice and good advice from peers. Nevertheless, students still lack support in terms of caring, empathy, service (time, energy), assessment and positive reinforcement of the achievements achieved by peers in the boarding school environment.

**Table 1
Peer Social Support Overview**

Category	High		Medium		Low	
	Freq.	%	Freq.	%	Freq.	%
Result	28	46%	33	54%	0	0%

Peers can be said to be part of the social environment of students. Basically, students at the age of 15-18 years more often spend time with peers. The age range of 15-18 years is the age of students who study at the high school / MA / equivalent level. The existence of social support results from social interaction by individuals. The boarding school environment which gives a lot of time for students to do activities together with fellow Surabaya students in the environment tends to provide a great opportunity for students to carry out the process of social interaction with peers. Peers become one source of individual social support.

B. General Description and Discussion of Hardiness of Students in Class XI MA Manarul Huda Boarding School Tasikmalaya General description of the hardiness of students in Class XI MA Manarul Huda Boarding School Tasikmalaya

From the above Table 2, it can be seen that the hardiness of the students in class XI MA Manarul Huda Boarding School, Tasikmalaya, tends to be in the high category. That means that students are able to be involved and consistent in the activities that are followed, have the self- confidence to succeed in life, able to control themselves and be careful in acting so that they can anticipate problems. Students have positive thinking and are able to change the burden as a challenge. A small portion of students turned out to be still avoiding and looking for a small loss for him when the conditions are not as expected, do not have the confidence to be

successful and have the initiative to make the maximum effort to control and anticipate the problems faced. In addition, students consider everything to be stable, and if there is a change in students consider it a threat.

Table 2
General Description of Hardiness

Category	High		Low	
	Freq.	%	Freq.	%
Result	46	75 %	15	25%

The hardiness picture of each individual is different, including the students. Hardiness is a personality pattern regarding health and good performance when under pressure. When viewed from the results of the study, most students already have good performance in carrying out their daily tasks and activities despite being under pressure. As many as 25% or a small portion of students still perform poorly in carrying out their tasks and activities when under pressure.

C. Contribution of Peer Social Support to Hardiness of Students in Class XI MA Manarul Huda Boarding School Tasikmalaya

The correlation test results show a correlation coefficient of 0.801 with a taste category at a very strong level. So, it can be said that the social support of peers has a very strong relationship with student’s hardiness. There is a correlation coefficient that shows a positive number, so the relationship between the two variables is positive. This means that the higher the social support of peers, the higher the hardiness. Vice versa, the lower the social support of peers, the lower the hardiness of students.

After conducting the correlation test, then a determination test is performed to see the coefficient of determination. The coefficient of determination shows the value of 0.641. This shows that peer social support contributes as much as 64.1% to the hardiness of students. 45.9% are other factors that can increase the hardiness of students that are not determined in the study.

Class XI students are in the adolescent age range. The involvement of adolescents with their peers, in addition to being an important source of emotional support throughout the transition of adolescence, but at the same time can be a source of pressure for adolescents Robinson. The statement shows that the existence of peers can bring positive and negative impacts for students.

Other positive impacts of student involvement with peers are among others as a basis for providing social support. Students who get social support from peers have a positive tendency in life experiences, self-esteem, and positive outlooks in living their lives. One of the social supports that comes from peers is a factor that can affect the level of individual hardiness. The results of the study of a very strong and positive relationship between peer social support and hardiness are supported by Gardner who says hardiness individuals are able to develop healthy relationships within a group despite having certain arrangements or restrictions.

Individuals who have high hardiness will identify and maintain personal support systems from various sources. One source of social support is from peers. The amount of peer social support contribution received by

students at boarding schools as much as 64, 1% is a significant factor to influence the level of student hardiness. Individuals who have good social support, when individuals are facing problems that are pressing or can cause stress, it will make the individual stronger and try to reduce the burden on his life.

Characteristics of individuals with high hardiness include accepting weaknesses, strengths, helplessness, and their need for caring from others without shame and letting others help or accepting help from others. This statement reinforces the research that students who have high hardiness always receive support from peers when they need help due to shortcomings or limitations that students have. The individual characteristics become one of the factors that influence the acceptance of peer social support.

Developing healthy relationships in a group is one of the characteristics of individuals who are hardiness. The condition of the relationship of students with peers, both from the composition and structure of social networks affect the social support received. That is, the better the social relations students have, the more it encourages students to get social support from peers, and the more opportunities students have to have high hardiness.

Another characteristic possessed by individuals with high hardiness is being able to solve problems while maintaining self-balance. Self-balance in question is a balance to provide resistance to the threats faced. It indicates the existence of self-control when facing obstacles in the course of achieving the goals owned by individuals. Efforts to solve problems faced by students of Class XI MA Manarul Huda Boarding School are inseparable from the need for information, advice, advice, and guidance as a form of support from others around them who are considered important in their lives. Support to the individual (learners) will be more meaningful and easier to accept if sourced from peers because peers are considered easier to provide understanding, shelter and support for individual personal problems. Therefore, the existence of social support from peers also functions in facilitating students to solve problems or face unexpected situations so that they encourage shaping the characteristics of individuals whose hardiness is not only to be able to survive but also develops according to their strengths and abilities.

The description above illustrates the amount of contribution given by social support from peers to the hardiness of Class XI MA Manarul Huda Boarding School students. Nevertheless, there are 35.9% of other factors that can affect the level of the hardiness of students and are not determined in this study.

IV. CONCLUSION AND RECOMMENDATION

a. Conclusion

Based on the processing and analysis of data regarding the contribution of social support from peers to the hardiness of students in Class XI MA Manarul Huda Boarding School Tasikmalaya, the following conclusions can be obtained. General description of peer support among students in Class XI MA Manarul Huda Boarding School Tasikmalaya Academic Year 2018/2019 is in the medium category. That is, students, get support in the

form of trust, goods or objects, good information instructions, knowledge, advice and good advice from peers. Nevertheless, students still lack support in terms of caring, empathy, service (time, energy), assessment and positive reinforcement of the achievements achieved by peers in the boarding school environment.

General description of the hardiness of students in Class XI MA Manarul Huda Boarding School Tasikmalaya Academic Year 2018/2019 is in the high category. That is, students are able to be involved and consistent in the activities that are followed, have the self-confidence to succeed in life, able to control themselves and be careful in acting so that they can anticipate problems. Students have positive thinking and are able to change the burden as a challenge.

Peer social support has a positive contribution to the hardiness of students in Class XI MA Manarul Huda Boarding School Tasikmalaya School Year 2018/2019. That is, every contribution given from peer social support will increase the hardiness of students.

b. Recommendation

1. Guidance and Counseling Teacher/Counselor

Based on the processing and analysis of data regarding the contribution of social support from peers to the hardiness of students in Class XI MA Manarul Huda Boarding School Tasikmalaya, the following recommendations can be formulated. The results showed the social support of peers was mostly in the medium category, and the hardiness of most students was in the high category. Likewise, contributions made by social support from peers to hardiness show positive contributions. Based on the results of the study, guidance and counselling teachers /counsellors in this case can facilitate students to increase peer social support and hardiness of students of guidance and counselling services in madrasahs. Based on the results of the study, the following recommendations were formulated.

Considering that there is no guidance and counselling program in the MA Manarul Huda Boarding School, the guidance and counselling program designed for research can be a recommendation for providing guidance and counselling services in the MA Manarul Huda Boarding School, especially Class XI. In addition, as a development material for further counselling and guidance programs. The Implementation of guidance and counselling services to be able to increase peer social support and student hardiness in detail is described in the Guidance and Counseling Service Implementation Plan (RPLBK) as attached, to facilitate teacher guidance and counselling / counsellors in providing services to students.

Considering the limitations of guidance and counseling / counselor teachers in the boarding school environment, especially MA Manarul Huda and to increase peer social support and student hardiness, efforts to improve the performance of guidance and counseling / counselor teachers such as broadening scientific insights into guidance and counseling through sources relevant both from books, seminars, as well as teacher training guidance and counseling / counselors especially those relating to peer social support and student hardiness in the boarding school environment.

2. Future Research

Future researchers who want to examine hardiness can conduct research by looking at the contribution or influence of other factors such as gender, emotional management, and so on. In addition, research can be done with a wider range of respondents.

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