

# The Contribution of Peer Social Support to Academic Resilience among Adolescents in Online Learning

## Study on Senior High School Students in Makassar

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### ABSTRACT

The current pandemic requires everyone to keep their distance and avoid crowds. Schools and universities with large student capacities can create masses, so those institutions must be closed during this pandemic. The most effective solution to keep education running during this pandemic is to conduct a distance learning process (online). Online learning has an impact on students, especially adolescents. For some teenagers, this can be felt like an immense pressure or burden and has an effect on their psychological and academic life. In this situation, academic resilience is crucial for high school youth to help overcome academic hurdles and various negative feelings that arise during the online learning process. Peer social support from the individual's social environment is considered relevant to improving students' academics in online learning. This study aims to determine the contribution of peer social support to the academic resilience of high school adolescents in online learning in Makassar. This research is quantitative research with a correlational research design. The study sample consisted of 253 high school students. The sampling technique used is accidental sampling. Research data is collected with Peer Social Support Scale and Academic Resilience Scale. The Data were analyzed by using the simple linear regression analysis. The result shows that there is a significant contribution of peer social support to academic resilience among adolescents in online learning in Makassar. The contribution of peer social support to academic resilience is 20% ( $R^2 = 0,20$ ; Sig = 0,000), while the rest of 80% is affected by others variables not examined in this study.

**Keywords:** *Peer Social Support, Academic Resilience, Adolescent, High School Students.*

## 1. INTRODUCTION

The pandemic situation that is still engulfing Indonesia has had a tremendous impact in various sectors, especially in the field of education. The current pandemic requires everyone to keep their distance and avoid crowds. Schools and universities with large student capacities can create crowds, so schools must be closed during this pandemic. The most effective solution to keep education running during this pandemic is to conduct a distance learning process (online) [1]. Online learning uses electronic media for various learning purposes consisting of the learning process in conventional classrooms, which is replaced by face-to-face online meetings [2]. The online learning process utilizes a platform to help the distance teaching and learning process.

Online learning has an impact on students. For some of them, this can be felt like a huge pressure or burden and impacts their psychological and academic life. Purba (2020) found that learning with online media provides a large task load in a short time and triggers stress on students [3]. In addition, Ferismayanti (2020) argues that in online learning, students can become less active in conveying their aspirations and thoughts, resulting in boring learning [4]. Students who experience boredom in learning will make progress in learning outcomes. DKI Jakarta Education Office found out that several negative impacts are felt by students while participating in online learning, namely the threat of dropping out of school, decreasing learning achievement, the risk of learning loss, which decreases student academic achievement, and lack of socializing activities [5].

The above studies have proven that the current online learning process has many negative impacts on all students, including high school students. Senior High School (or *Sekolah Menengah Atas*, abbreviated as SMA) is a continuation study after graduating from Junior High School (SMP) or its equivalent. It takes three years to finish the SMA, starting from grade 10 to grade 12 [6]. In general, high school students are in the age range of 16-18 years. Individuals in that age range are considered adolescents [7].

Adolescence is a period in which individuals are in a transitional developmental phase from childhood to adulthood, including biological, cognitive, and social-emotional changes [8]. The developmental task of adolescence is to find an identity outside of the family. At the same time, conformity with peers is also very important. Adolescents spend more time with their peers and less time with their families [9]. In line with this, individuals spend more time at school with their friends [10].

In the current situation, students are faced with many challenges and difficulties during the online learning process. This harms students, which, if not controlled, will impact their academics. So, in the current situation, academic resilience is one of the most important aspects for students, including teenagers, to undergo the online learning process.

Academic resilience is characterized by the ability of students to reverse failure and achieve academic success [11]. Academic resilience is also students' ability to deal with declining academic scores, stress, and pressure felt during the learning process [12]. Students who have high academic resilience are able to effectively deal with four situations, namely pressure, setbacks, challenges, and adversity [13].

One of the factors that can increase adolescent academic resilience is social support from their peers (peer social support). The social support from peers is instrumental, informational, and emotional assistance from peers that makes individuals feel valued and cared for [14]. In increasing academic resilience, peers are a factor related to individual interactions and relationships with their peers, including quality time, positive support that can influence positive behavior, and being role models for each other. This can affect student achievement in their academic field.

Furrer, Skinner & Pitzer (2014) found that one of the sources for meeting relatedness needs that positively impact students' resilience in facing various pressures in the academic field comes from their relationship with other people, particularly peers [15]. Livana, Mubin & Basthomi (2020) found that one of

the causes of the academic burden felt by students while doing online learning comes from the lack of physical interaction with their peers, such as being difficult to meet to do group assignments and also the difficulty of doing a study together [16].

Based on the phenomena and several research results above, the researcher realizes that academic resilience is very important for high school students to help overcome academic burdens and various negative feelings that arise during the online learning process. Peer social support from the individual's social environment is considered relevant to improving students' academics during online learning. Therefore, researchers are interested in knowing how much peer social support contributes to the academic resilience of senior high school students in online learning in Makassar.

The hypothesis in this study is that  $H_0$  has no contribution of peer social support to the academic resilience of high school students in online learning in Makassar City and  $H_1$  has a contribution of peer social support to academic resilience of senior high school students in online learning in Makassar.

## 2. METHOD

The variables in this study are academic resilience as the dependent variable and peer social support as an independent. Academic resilience is an individual's ability to deal with falls, failures, and stress in academic aspects. While peer social support is instrumental, informational, and emotional assistance that can make individuals feel valued and cared for.

The population in this study was adolescents at the high school level (SMAN) in Makassar, with ages range of 16 to 18 years, and were undergoing an online learning process. The sampling technique in this study is the accidental sampling technique. Determination of the number of samples is based on the Lemeshow formula. This is because the population in this study is unknown. Based on this formula, it can be seen that the number of samples in this study is at least 100 samples.

The scale of academic resilience in this study is based on three aspects of academic resilience: perseverance, reflecting and help-seeking, and negative affect and emotional response [17,18]. The peer social support scale in this study used the Student Academic Support Scale (SASS), which consists of four aspects, namely informational support, esteem support, motivational support, and venting support [19]. Data analysis in this study used simple linear

regression analysis with the help of the IBM SPSS Statics 25 program.

### 3. RESULT AND DISCUSSION

Test the normality of the distribution of research data using the Kolmogorov-Smirnov technique. The results of the data normality test of the Academic Resilience and Peer Social Support variables show that the value of Asymp. Sig. (V2-tailed) shows a sig value of 0.671 ( $> 0.05$ ). These results mean that the Academic Resilience and Peer Social Support variables in this study can be said to be normally distributed. The results of the linearity test of the Academic Resilience and Peer Social Support variables show that the value of deviation from linearity shows a linearity coefficient with a sig value of 0.874 ( $> 0.05$ ). This means that the Academic Resilience and Peer Social Support variables can be said to have a linear relationship. The results of hypothesis testing using a simple linear regression test obtained a significance value of 0.00 ( $< 0.5$ ). This means that there is a contribution from peer social support to academic resilience. Then, the value of R Square Peer Social Support for Academic Resilience is 0.20, which means that the regression model can contribute 20% to the Academic Resilience variable.

The results show that  $H_0$  in this study, meaning there is no contribution of peer social support to the academic resilience of high school students in online learning in Makassar, is rejected, and  $H_1$  in this study meaning there is a contribution of peer social support to the academic resilience of senior high school students in online learning in Makassar, accepted. The results show that the peer social support felt by high school youth in Makassar contributed 20% to their academic resilience in conducting online learning. At the same time, 80% can be influenced by other factors not examined in this study, such as family, teacher, and community factors. The results also show that high school youth in Makassar have high peer social support and academic resilience, which tend to be moderate. It is also found that peer social support and academic resilience have a positive relationship. This means that the higher the perceived peer social support, the academic resilience abilities of high school youth will also increase so that it can help them to be able to face difficult situations while participating in online learning.

### 4. CONCLUSION

Based on the results of data processing and discussion, it can be concluded that the contribution value is 20%, and the remaining 80% is influenced by other factors not examined by the researchers. This shows that there is a contribution of peer social support to the academic resilience of high school youth during online learning in Makassar. Thus,  $H_0$  in this study, meaning that there is no contribution of peer social support to SMAN youth academic resilience in online learning in Makassar, is rejected, and  $H_1$  in this study means that there is a contribution of peer social support to academic resilience in high school youth in online learning at Makassar, accepted. This study shows that peer support received by high school youth in Makassar can increase academic resilience while participating in online learning.

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