



# The Role of Peer Support and Self-esteem on Resilience

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**Abstract.** In a person who is impacted by peer support and self-esteem, resilience is considered as a fundamental quality that forms the basis of positive character. This study intends to ascertain the effects of: 1) peer support on the resilience of vocational students in Semarang City; 2) self-esteem on the resilience of vocational students in Semarang City; and 3) peer support and self-esteem on the resilience of vocational students in Semarang City. This research was quantitative and used a survey methodology. 316 pupils from three Semarang-area vocational schools made up the study's population. With a straightforward random sampling approach, 266 students made up the research count table sample. Using item analysis and expert opinion, the instrument validation test. The findings of this study suggest that (1) peer support has a favorable and significant impact on the resilience of vocational students in Semarang. The value of, which is  $(6.305 > 1.968)$  with a significant value of 5% (0.000 0.05%), serves as proof of this. (2) The resilience of vocational students in the city of Semarang is positively and significantly influenced by self-esteem. The value of count table, which is  $(10.011 > 1.968)$  with a significant value of 5% (0.000 0.05%), serves as proof of this. (3) Peer support and self-esteem have a beneficial and significant impact on the resilience of vocational students in Semarang City.

**Keywords:** Peer Support · Self-esteem · Resilience

## 1 Introduction

Adulthood, cognition, emotion, and social development are all aspects of adolescent shifts toward infancy. Adolescents' immaturity in terms of physical and cognitive changes is marked by erratic emotions, making them sensitive to social risks and having the resilience to overcome challenging circumstances.

Students in SMK are required to complete developmental tasks related to self-development in accordance with the Competency Standards for Student Self-Reliance (SKKPD). The developmental mission is to get ready for the physical and psychological changes that occur in oneself for a healthy existence, accept those changes, and be positive and dynamic about them [1]. Students must adjust to the changes and developments they encounter if the assignment is developmental. To put it another way, educators anticipate that pupils will be able to handle these problems by being resilient.

Adolescent resilience is generally understood to be the capacity of teenagers to recover or rebound after going through trauma or stress [2]. There are a lot of youngsters who lack the stamina or even the capacity to develop moral character and self-awareness on the physical and psychological levels. Youth face a variety of challenges as they navigate life.

It is highly strategically important for students to develop resilience in the classroom. In order for educators to help students develop their resilience (Benard, 2004) states that they must set and express high standards, show compassion and encouragement, and give attention and assistance to each student (setting & communicating high but realistic expectations, so that they can become motivators) [3]. Effective) and present chances for significant involvement.

Seven resilience elements, including emotional regulation, impulse control, optimism, the capacity for causal analysis, empathy, self-efficacy, and the capacity for openness, serve as examples of individual resilience. The capacity for resilience is one that can be learned more than it can be passed down [4].

Peer support, according to Pidgeon, A. M., Rowe, N. F., Stapleton, P. Magyar (2014), is a component that can improve resilience [5]. Peer support is crucial because it may help students feel supported emotionally at school, foster friendships among their peers, and help them empathize with others' difficulties by expressing their own emotional and psychological hardships (Chen, Cheung, Fan, & Wu, 2017). Peer support serves as a valuable source of information about the world outside of the home context, allowing individuals to learn about what has been accomplished and whether it is good, better, or less excellent than their friends' work.

The inherent human propensity to respond effectively when discussing issues might be regarded as the basis for peer support, an organized method of providing and receiving assistance [6]. Peer support is an open paradigm that allows everyone to fully experience "who they are" as they grow up and make their own decisions. As they work toward their goals, they start to reorganize the broader system [7]. This is in reference to the concept of peer support, which indicates that it is the degree to which an individual feels that his or her requirements in terms of support, knowledge, and feedback have been satisfied.

Self-esteem is another element that may have an impact on resiliency [8]. The significance of self-esteem as a component influencing resilience because when a kid feels good about himself, he will be able to manage, direct, and regulate himself so that he can take criticism from others [9]. Self-esteem, a component that influences resilience, reflects how much a person believes in their own abilities and sees themselves as valuable, successful, and deserving.

One of the key components of human personality is self-esteem. Self-esteem is one of the success elements for people in their life, according to Refnadi (2018), since a teenager's self-esteem growth will influence whether they succeed or fail in the future [10]. Furthermore, according to Coopersmith (1967), self-esteem is the conviction that one is competent, significant, successful, and valued [11]. Psychological issues are sparked by low self-esteem, which can also impede effective adult growth.

Self-esteem, according to Dariuzky (2004: 6), is a person's evaluation of his capacity to overcome obstacles in life and achieve satisfaction [12]. The growth of one's own self-esteem will have an impact on one's thoughts, feelings, wants, values, and ambitions,

claims Wardhani (2009) [13]. The major factor in conduct that determines success or failure is this. Individuals' self-esteem is established via social interactions rather than by inherent qualities. An individual will develop a healthy sense of self-worth if they receive positive feedback from their surroundings. On the other side, if the person receives a negative response from their social surroundings, their self-esteem would be unsettled or low.

School is a crucial place for pupils to acquire the ability to solve their difficulties, according to many literatures on peer support, self-esteem, and resilience. As a result, guidance and counseling teachers help students develop, particularly in the personal-social area. A service used to help students know what to do in discovering themselves and their social sphere is guidance and counseling in the personal-social sector Wati (2018: 94) [14]. Kinship with other people or friendship with them; possess the capacity to settle disputes (issues) both within and internationally, as well as the capacity to decide successfully.

Guidance and counseling in the personal-social field aims to give people an understanding of life that has a fluctuating nature between pleasant and unpleasant experiences and is able to respond positively, have a positive nature or respect for oneself and others; have the capacity to interact socially (human relationship), which manifests in the form of friendship, brotherhood, or friendship with other people; have the capacity to resolve conflicts (problems), both internally and externally; and have a positive nature or respect for oneself and others.

## 2 Method

This research is using a quantitative-research. Quantitative research is research in the form of numbers and processed using statistical analysis. This research is a type of survey research. Survey research is a research method used to obtain data that occurred in the past or present about beliefs, opinions, characteristics, behavior, variable relationships, and to test hypotheses about sociological and psychological variables from samples taken from certain populations [15]. Survey research is conducted to take a more accurate generalization when used on a representative sample. This study aims to determine whether there is an influence between resilience, peer support, and self-esteem of SMK students in Semarang.

Sugiyono (2019: 136) defines that the sample is part of the number and characteristics possessed by the population [15]. If the population is large, and it is impossible for the researcher to study everything in the population, the researcher can use a sample taken from that population. Based on this, the sampling in this study was carried out using the Cluster Random Sampling technique. The Cluster Random Sampling technique is used to determine the sample if the object to be studied is very large by determining a wider area to a smaller area. The Cluster Random Sampling technique has the same opportunity to be sampled, not individually but students in groups.

The total sample of this study was 316 students consisting of 3 schools, consisting of PGRI 01 Vocation High School Semarang with 115 students, Kartika Aqasa Aviation Vocational School Semarang with 94 students, and Ibu Kartini Vocational School Semarang with 107 students. The sample used as the trial amounted to 50 students and the

sample used as research as many as 266 students. Sampling by providing a psychological scale of peer support, self-esteem and student resilience.

The resilience scale is based on aspects of resilience according to Reivich and Shatte (2002: 36) including Emotion Regulation, Impulse control, Optimism, Causal analysis, Empathy, Self-efficacy, Reaching Out [16]. The peer support scale is based on aspects of peer support according to Cowie, H., & Patti (2000: 14) including emotional support, instrumental support, and support for providing information [17]. The self-esteem scale is based on aspects of self-esteem according to Coopersmith (1967). Strength, significance, virtue, and ability [11]. Analysis of the data used in this study is simple regression and multiple regression SPSS Windows 16.

### 3 Result and Discussion

The Kolmogorof-Smirnov method was used to test the normality of the distribution of survey data. The results of the normality test of the peer support, self-esteem and resilience variables obtained by Kolmogorof Smirnov's results of 0.837 with a significance value of  $p > 0.05$ . The results showed that the distribution of the data was normally distributed.

The linearity test obtained a value of 52,253 with a significance value of  $p > 0.05$ . These results indicate that there is a positive influence of peer support and self-esteem on student resilience. The multicollinearity test of the VIF value for the independent peer support variable is  $1,397 < 10.00$  with the tolerance value is  $0.716 > 0.10$  then the independent peer support variable can be stated that there is no multicollinearity symptom. Furthermore, the VIF value for the independent variable self-esteem is  $1.397 < 10.00$  with the tolerance value is  $0.716 > 0.10$ , then the independent variable self-esteem can be stated that there are no symptoms of multicollinearity. Heteroscedasticity test of peer support variable to resilience is 0.450 which means there is heteroscedasticity, then the self-esteem variable to resilience is 0.073 which means heteroscedasticity occurs.

Based on research using a psychological scale that researchers use, it shows that there is a jointly significant influence between peer support and self-esteem on the resilience of vocational students in Semarang City. This is evidenced by a significance value of 5% ( $0.000 < 0.05$ ) and a value of more than ( $52,253 > 1,968$ ). The magnitude of the coefficient of determination ( $R^2$ ) is 28%, which means that 28% peer support and self-esteem together have an influence on the resilience of vocational students in Semarang City and the remaining 72% is influenced by other factors not examined.

Based on the research results, most of the resilience variables are in the low category (Table 3), the majority of peer support variables are in the medium category (Table 1), and the self-esteem variable is in the medium category (Table 2). Therefore, students are expected to improve emotional regulation and impulse control by remaining calm when under stress and being able to control the desires and pressures that arise from inside.

The results of this study are reinforced by the research conducted by Wulandari, I & Bhmio (2019) from the results of the study showing that when a teenager has high peer support coupled with self-esteem, then the teenager will have the ability to survive under moderate pressures [18]. Faced. Self-esteem as an internal factor and peer support as an external factor that affects resilience in adolescents. Several factors that influence resilience include self-esteem, positive emotions, social support, and spirituality or religiosity (Resnick et al., 2008).

**Table 1.** Peer Support

Peer Support		
Aspect	Percentage	Category
Emotional Support	0%	Very Low
	1%	Low
	77%	Average
	22%	High
	0%	Very High
Instrumental-Support	0%	Very Low
	1%	Low
	90%	Average
	22%	High
	0%	Very High
Informant-Support	0%	Very Low
	1%	Low
	62%	Average
	37%	High
	0%	Very High

The results of a similar study were conducted by Alvina (2016) on university students. The study revealed that together there is an effect of self-esteem and social support on resilience [19]. In this case, it shows that the higher the self-esteem obtained, the higher the resilience. On the other hand, the lower the self-esteem, the lower the subject's resilience.

Based on the explanation presented, it can be concluded that peer support and self-esteem affect the resilience of vocational students in Semarang City. Low student resilience is caused by a lack of peer support and self-esteem.

This study only understands the characteristics of the resilience variable which is influenced by two independent variables, namely peer support and self-esteem, does not discuss the emergence of other factors that affect student resilience and only raises factors that are in accordance with the research objectives. Other factors that can affect resilience besides peer support and self-esteem are biological factors, genetic factors, psychological factors, self-efficacy, gender, age, depression, PTSD (Post Trauma Stress Disorder), anxiety, and socio-economics.

**Table 2.** Self-esteem

Self-esteem		
Aspect	Percentage	Category
Strength	0%	Very Low
	6%	Low
	72%	Average
	22%	High
	0%	Very High
Significance	0%	Very Low
	9%	Low
	78%	Average
	13%	High
	0%	Very High
Kindness	0%	Very Low
	8%	Low
	73%	Average
	19%	High
	0%	Very High
Ability	0%	Very Low
	15%	Low
	73%	Average
	12%	High
	0%	Very High

**Table 3.** Resilience

Resilience		
Aspect	Percentage	Category
Emotional Regulation	3%	Very Low
	55%	Low
	39%	Average
	3%	High
	0%	Very High

*(continued)*

**Table 3.** (continued)

Resilience		
Aspect	Percentage	Category
Impulse Control	23%	Very Low
	77%	Low
	0%	Average
	0%	High
	0%	Very High
Optimism	1%	Very Low
	24%	Low
	74%	Average
	1%	High
	0%	Very High
Causal Analysis	4%	Very Low
	22%	Low
	70%	Average
	4%	High
	0%	Very High
Empathy	2%	Very Low
	29%	Low
	54%	Average
	15%	High
	0%	Very High
Self-Efficacy	2%	Very Low
	24%	Low
	68%	Average
	6%	High
	0%	Very High
Reaching Out	4%	Very Low
	20%	Low
	55%	Average
	21%	High
	0%	Very High

## 4 Conclusion

Resilience is the ability of individuals to cope with, prevent, and overcome adverse living environments so that they can stand up and actively adapt to their environment. This is related to social interaction between peers. Resilience is the ability to improve communication, influence, change, or behavior.

The results of this study have implications for guidance and counseling teachers in Semarang City Vocational Schools to be able to build and improve peer support, self-esteem and student resilience. Thus, it is hoped that vocational students in Semarang City have good peer support, self-esteem and resilience in everyday life.

Guidance and counseling teachers play a role in helping students develop, especially in the personal-social field. Guidance and counseling in the personal-social field aims to provide an understanding of life which has a fluctuating nature between pleasant and unpleasant. The next implication is being able to respond positively, having a positive nature or respect for oneself and others; have the ability to interact socially (human relationship) which is manifested in the form of friendship, brotherhood, or friendship with fellow human beings; have the ability to resolve conflicts (problems) both internally and externally; and have the ability to make decisions effectively.

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