

Do Social Interactions with Peers Affect Student Identity?

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Abstrak

Penelitian ini berdasarkan observasi dan pengalaman peneliti, bahwa di SMP Pawayatan Daha masih terdapat siswa yang masih mengerjakan sesuatu berdasarkan mengikuti bersama temannya, bukan berdasarkan dirinya sendiri. Misalnya, ketika seorang teman bermasalah dengan sebuah geng kemudian memicu perkelahian, maka teman-temannya yang lain akan ikut berkelahi dengan maksud membela seorang teman meskipun mereka tidak tahu apa masalahnya. Penelitian ini bertujuan untuk mengetahui pengaruh peer relation terhadap identitas diri. Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan teknik kausal komparatif atau ex-post facto. Populasi penelitian adalah 185, dan sampel terdiri dari 47 subjek penelitian siswa kelas VI SDN 26 Ampenan. Pengumpulan data menggunakan instrumen angket sebaya dan identitas diri kemudian berdasarkan hasil penyebaran angket diketahui bahwa teman sebaya berpengaruh signifikan terhadap identitas diri siswa kelas VII SMP Pawayatan Daha 1 Kediri. Berdasarkan hasil penelitian menggunakan uji korelasi product-moment diperoleh nilai r hitung $\geq r$ tabel atau $0,295 \geq 0,288$. Artinya ada pengaruh interaksi teman sebaya terhadap identitas siswa kelas VII SMP Pawayatan Daha 1 Kediri. Hasil ini didukung oleh uji regresi linier sederhana yang diperoleh R Square dengan hasil 0,087. Artinya, besarnya pengaruh interaksi teman sebaya terhadap identitas diri sangat lemah.

Kata kunci: terdiri dari 3-5 kata

Abstract

This research is based on the observations and experiences of researchers, that at SMP Pawayatan Daha there are some students who are still doing things based on following along with friends, not based on themselves. For example, when a friend has a problem with a gang then triggers a fight, then his other friends will join in a fight with the intention of defending a friend even though they don't know what the problem is. This study aims to determine the effect of peer relations on self-identity. This study uses a quantitative research approach with comparative or ex-post facto causal techniques. The study population was 185, and the sample consisted of 47 research subjects of class VI students of SDN 26 Ampenan. Collecting data using peer questionnaire instruments and self-identity then based on the results of the distribution of questionnaires it was found that peers had a significant influence on the self-identity of grade VII students of SMP Pawayatan Daha 1 Kediri. Based on the results of the study using the product moment correlation test, the results obtained the value of r count $\geq r$ table or $0.295 \geq 0.288$. This means that there is an effect of peer interaction on the identity of class VII students of SMP Pawayatan Daha 1 Kediri. This result is supported by a simple linear regression test obtained by R Square with a result of 0.087. This means that the magnitude of the influence of peer interaction on self-identity is very weak.

Keywords: Social Interaction, Peers, Self-Identity

1. Introduction

Education is one of the human needs to develop. This can be seen in Law of the Republic of Indonesia Number 20 of 2003 article 1 paragraph 1 concerning the national education system which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state (Nita Novianti, 2017; Tyaningsih et al., 2020). Adolescence is one of the most unique stages of development throughout the human life span, full of dynamics and full of challenges and hopes. Adolescence is also a period of transition, a time when a person is at a crossroads between what he wants and what must be done (Stephan, 2014). Based on these conditions, one of the developmental tasks during adolescence is to resolve the identity crisis, so that it is hoped that a stable self-identity will be formed at the end of adolescence. Adolescents who have succeeded in achieving a stable self-identity, will get a clear view of themselves, understand their differences and similarities with others, are aware of their strengths and weaknesses, are full of confidence, are responsive to various situations, are able to make important

decisions, are able to anticipate challenges future, as well as recognizing its role in society (Guimarães et al., 2011).

Student Identity

Bell & McKenzie (2013) explain that identity is a complex psychological phenomenon. Where it may be is a way of thinking as attacking as in his personality. This includes identification with individuals who are considered important in life from early childhood and includes identification of sexual roles, individual ideology of acceptance of group norms, and many more (Lindelauf et al., 2018). Individuals must be able to decide who they are, what uniqueness they have and what their goals in life are when they are teenagers. This will be obtained when adolescents can resolve crises that arise from the stage of psychosocial development in adolescence, namely identity and identity crises (Fischhoff & Broomell, 2020). Resolving the identity crisis is the main task of individuals during adolescence. In going through this crisis, adolescents will be influenced by several factors of good and bad peer interaction. In this study, the main focus of peer influence in shaping self-identity is focused on good social factors. The self-identity that adolescents are looking for is in the form of things related to trying to explain who they are and what their role is in society (Lubberink et al., 2018).

Peers

Susanto & Farozin (2018) peers are children or adolescents who have approximately the same age or maturity level. As Hair et al. (2020) opinion's states that the development of adolescent relationships with peers is seen from a normative e-life-crisis perspective, where friends provide constructive feedback and information about self-definition and acceptance of commitment. Through information obtained from peers in the form of social support, adolescents can know and understand who they are, what teenagers want in the future and what social roles should be played in their social life (Smeets, 2017).

The development of adolescent social life is marked by symptoms of increasing peer influence in their lives (Berizzi et al., 2017). Most of his time is spent relating or hanging out with their peers. From the understanding of several experts above, it can be concluded that peers are a group of children who have the same relative age and have the same developmental phase. The real problem the researchers found when conducting field training practices was that one friend who had a problem with a gang then triggered a fight, so his other friends would join in even though they didn't know what the problem was (Mary McCarthy, 2010). One more problem is a child who is quiet then he has naughty friends, once he is invited to ditch he refuses, twice the third time he is invited to still refuse, when invited again on the grounds that once in a while it's okay to ditch then he wants to until finally he often skips class come with his friends (Edwards et al., 2018).

Based on the observations of researchers, the number of cases that occurred was carried out by children who had just entered their early adolescence where they were very easily influenced by other people or their friends. Therefore, researchers conducted research on grade VI children of SDN 26 Ampenan. Based on the background discussion above, the researcher is interested in conducting research on: "The Effect of Peer Intercourse on the Identity of Class VI Students of SDN 26 Ampenan.

2. Method

Identification of Research Variables

In this study, the independent variable used was peers, while the dependent variable in this study was self-identity.

Research Approaches and Techniques

In this study using a quantitative approach. While the research technique used is comparative causal, where comparative causal research or often called *ex-post facto* is a research aimed at investigating causal relationships based on observations of the effects that occur and looking for factors that become causes through the data collected. In this study, data collection used by researchers was an instrument in the form of a questionnaire, namely data collection techniques carried out by giving a set of questions or written statements to respondents to answer (Creswell, 2014).

Population and Sample

The population of this research is class VI A & B SDN 26 Ampenan, totaling 185 students. This sampling technique using simple random sampling technique is said to be simple (simple) because the sampling of sample members is done randomly without paying attention to the existing strata in the population. According to Sugiyono (2016) the gradient of the number of samples used adjusts to the total sample obtained, besides that some of the presentation values used for data collection are generally 10%, 15%, 20% and 25% so that the total number of students in class VI A & B who is the subject of 185 students will be taken 25% of the total, this is because sampling must also be adjusted to other factors such as the ability of the researcher to reach.

Instrument Validity and Reliability

The results of the reliability test above showed that the Cronbach's Alpha value for peers was $0.707 \geq 0.60$, so it was declared high reliability. Likewise, for Cronbach's Alpha value, the self-identity questionnaire was valued at 0.674, so it was declared reliable.

3. Findings and Discussion

After the normality test is carried out as peer interaction is the independent variable and self-identity as the dependent variable. Based on the normality test, then statistical analysis was carried out using the product moment correlation test and simple linear regression as supporting correlation with the help of SPSS 16.0 for windows. The following are the results of data analysis using the product moment correlation test.

Table 1. Results of data analysis (*Correlation*)

		Peers	Student Identity
Peers	Person Correlation	1	.295*
	Sig. (2-tailed)		.044
	N	47	47
Student Identity	Person Correlation	.295*	1
	Sig. (2-tailed)	.044	
	N	47	47

The results from the table above show that the value of $r_{count} \geq r_{table}$ or $0.295 \geq 0.288$ with $N = 47$ at a significance of 5%, this shows that the calculated value is greater than the table value. So that from the acquisition of the value of $r_{count} 0.295 \geq r_{table} 0.288$, it means that if the count value is ≥ 0.05 or above the significance of 0.05 then H_a is accepted as H_o is rejected, on the contrary if the value is below the significance of 0.05 then H_a is rejected H_o is accepted. Meanwhile, from the data collection, the value of $r_{count} 0.295 \geq r_{table} 0.288$ which reads that there is a significant influence between peer interaction with self-identity with a weak correlation. So, the result is that there is an effect of peer interaction on the self-identity of the VI grade students of SDN 26 Ampenan.

Table 2. Simple Linear Regression Output Results (*Model Summary^b*)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimatic
1	.295 ^b	.087	.067	6.69842

Based on the results above, the R Square number is 0.087, this means that the influence of peers on self-identity is 0.087. While the rest is due to other factors that were not included in the study. Based on the results of calculations with $N = 47$ students, it was obtained from the $r_{table} 0.288 \leq r_{count} 0.295$ with a significance level of 0.05, then (H_a) which reads that there is an effect of peer interaction on the self-identity of Class VI students of SDN 26 Ampenan 2016/2017 Academic Year ditrima, and (H_o) which reads that there is no influence of peer interaction on the self-identity of Class VI students of SDN 26 Ampenan in the 2016/2017 academic year rejected. And proven by the calculation of $r_{table} 0.288 \leq r_{count} 0.295$ with a significance level of 5%.

Discussion

Adolescence is one of the most unique stages of development throughout the human life span, full of dynamics and full of challenges and hopes. According to Zsolnai & Kasik (2014) people who are looking for identity are people who want to determine "who" or "what" they want in the future to become adults, quoting Erikson's opinion (in Purwanti, 2013: 01), " Then adolescents will go through a period of crisis where adolescents are trying to find self-identity (search for self-identity) "and in everyday life, students spend a lot of their time with peers. This statement is reinforced by the opinion of Gil Madrona & Samalot-Rivera (2014) " Improving Social Skills through Physical Education in Elementary 4th Year". From the results of the analysis that has been done, by appointing grade VI students at SDN 26 Ampenan as research subjects to determine whether there is an effect of peer interaction on self-identity, it can be concluded that peer interaction has an influence on self-identity. So that the hypothesis which states that there is an effect of peer interaction on the self-identity of Class VI students of SDN 26 Ampenan can be accepted as true.

This is evidenced by conducting the product moment correlation test with a significance level of 5% and a total sample size of 47 to obtain the data from the test. Researchers use the help of SPSS 16.0 for windows and get the result of 0.295. The value of $r_{count} \geq r_{table}$ or it can be interpreted that the value is $0.295 \geq 0.288$ so it can be concluded that there is an effect of peer interaction on the self-identity of Class VI students of SDN 26 Ampenan for the 2016/2017 academic year. This is supported by a simple linear regression test. The result of the simple linear regression test is 0.087, meaning that there is 0.087 variance in the peer interaction variable and the self-identity variable then the rest is influenced by other factors. And the level of influence of the two variables is low. The results of these data can answer the problem posed in this study, namely the influence of peer interaction on the self-identity of class VI students of SDN 26 Ampenan.

Based on the results of the data that has been obtained so that it can answer the problems posed by researchers, this discussion also has several obstacles and also the fluency in conducting research as from the school of counseling teachers and TU staff very supportive and assisting in the continuity process in the research and giving lots of advice and direction which is very useful for researchers so that researchers can quickly finish collecting data. But the obstacle that the researchers felt was when the researcher gave a lift to the sample participants, many of them were talking alone or noisy, so the researcher had to really be able to condition the participants well.

In principle, peer relations have an environmental relationship meaning is very important for adolescents. According to Soliemanifar, Behroozi, and Moghaddam (2015), it is emphasized that through peers, children and adolescents learn about systematic reciprocity. Children learn the principles of honesty and fairness through incidents of conflict with adolescents. They also actively study the interests and perspectives of their peers in order to smooth their integration into sustainable peer activities. Mahmudul Haque (2019) says that one of the most important functions of peer groups is to provide a source of information and comparisons about the world outside the family environment.

The results of this study were strengthened by theoretical studies, according to Kaya and Deniz (2020) there are factors that affect learning achievement which are classified into two groups, namely internal factors and external factors. Peer group association is an external factor that can affect Accounting Learning Achievement. Peer group association is a social environment where students learn to socialize and live with other people who are not part of their family. According to Zsolnai and Kasik (2014) peers are children of approximately the same age or maturity level.

The peer environment is an interaction with people who have the same age, status, hobbies and thoughts, in their interaction they will consider and prefer to join with people who have similarities in these things (Tanaka et al., 2017). The existence of more intensive social interaction with peer groups illustrates that peer group association has a major influence on changes in student behavior which will have an impact on social life and student learning achievement. This is in accordance with the frame of mind that Group Friends A positive peer is that when students and their peers do useful activities such as forming study groups, this influence will affect their behavior that is concerned with their learning achievement so that they will compete to get the best achievements in the field. Peer groups so that it can improve their learning achievement, and vice versa when students and their peers do activities that are less useful, such as preferring to play or hang out rather than form study groups, this will affect their behavior that is less concerned with their learning achievement so that learning achievement is lower. Obtained is not optimal.

4. Conclusion

Based on the results of the study, it has been proven that there is an effect of peer-to-peer interaction on the self-identity of class VI students of SDN 26 Ampenan in the 2016/2017 academic year. This is supported by the acquisition of a correlation coefficient of r -value $(0.295) \geq (0.288)$, so H_a is accepted and H_o is rejected. This can be seen where $r_{count} (0.295) \geq r_{table} (0.288)$ with a significance level of 5% which means that there is an influence of peer-to-peer interaction on the self-identity of Class VI students of SDN 26 Ampenan.

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