

## STUDENTS' SOCIAL ADJUSTMENT: EFFECTS OF THE PEER ENVIRONMENT

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### Abstract

This research is entitled "Student Self-Adjustment: Effects of the Peer Environment" by Utri Raihani, NIM 2620022. Sjech M. Djamil Djambek State Islamic University Bukittinggi, student at the Faculty of Tarbiyah and Teacher Training, Guidance and Counseling Study Program. A phenomenon that transpires in classes X and IX served as the basis for this investigation. The author identified problems related to the peer environment in the cooperation index, namely the reluctance of some students to join groups to complete school assignments. The problem with the peer environment in terms of competition is that some students disappoint their peers by not appreciating their peers' achievements and by mocking or criticizing them. The problem related to social adjustment in terms of social attitudes and behavior is the reluctance of some students to take part in school. The problem identified is related to social adjustment in the sense of personal satisfaction with the behavior displayed, namely that there are students who do not accept their own shortcomings so they cannot get along well with their friends. Determining the degree to which the peer environment affects students' social adjustment is the aim of this study. This research uses an associative quantitative approach. The population of this study consisted of 200 students, namely class X and XI students. The sample collection method for this research uses a proportional stratified random sampling technique, which is used when the population is homogeneous and spread out. To guarantee a homogeneous sample, each student in each class was selected by considering the number of students, student gender, and major, so that a total sample of 134 students was obtained. The Peer Environment Questionnaire and the Students' Social Adjustment Questionnaire were the tools utilized in this study to collect data. A straightforward linear regression test is the type of data analysis used to evaluate the study hypothesis. Studies reveal that social adjustment (Y) is 17.3% influenced by the peer environment (X). Other variables impact the remaining 82.7% of the population in the meantime (R<sup>2</sup>). Keywords: Peer environment, social adjustment

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### 1. Introduction

Students are intended to be individuals who are knowledgeable, competent, experienced, have character, have noble character and are independent, so that they can achieve the expectations and participation of their parents. According to Law Number 20 of 2003 concerning the National Education System and Number 14 of 2005 concerning Teachers and Lecturers (Bandung: Permana, 2006), what is meant by "student" is a member of society who tries to achieve his or her potential through the educational process carried out in, level, and certain forms of teaching. The student's task is to use all his senses to read, observe, listen and imitate what he has learned, which can cause changes in his processes, way of thinking, habits, skills and attitudes. This learning can be achieved by completing school assignments. One of the attitudes that can be formed during the learning process is student responsibility in learning.

According to Havylhurst, adolescence has several social development tasks (Syamsu Yusuf, 2010):

- In more mature societies with same-sex and opposite-sex relationships are formed.
- Obtaining a social role as a man or woman means being able to carry out any role according to the rules that apply in society.



c. Realizing rational and socially responsible behavior in society

If a student successfully completes the developmental tasks above, a state of good social adjustment will occur, so that the student can feel happy, harmonious and become a productive person. However, when the younger generation fails, they become unhappy and find it difficult to live their lives. Cartledge and Milburn also discuss factors that influence student success: characteristics such as developmental level, gender, and cognitive and behavioral disorders. Apart from that, there are also social standards, specific situations faced by individual relationships in a social group, and social validity (Abdul Shaleh, 2011). Therefore, students are required to have high social adaptation abilities. To allow. Living in groups, students must be able to adapt socially to their environment. Personal adaptation is a natural and dynamic process that aims to change individual behavior to better suit environmental conditions (Enung Fatimah, 2010). According to Zakiah Drajat, social adaptation has two aspects, namely personal adaptation and social adaptation. Self-adjustment means accepting yourself and not hating, running away, getting angry, or not believing in yourself. Social adaptation, on the other hand, is the process of adapting to the social environment or adjusting relationships between people (Zakiah Dradjad, 2011). In this research, social adaptation or social adjustment is the focus of discussion.

According to Hurlock, social adjustment occurs when someone successfully adapts to other people, especially groups (Elizabeth B. Hurlock, 2010). According to Sugiyanto, social adaptation is based on reality, situation and society. In other words, it is the student's ability to manage their interpersonal relationships (Ahmad Susanto, 2015). Well-adjusted people have various social skills, such as how to build good relationships with friends and strangers, and they also gain positive social perceptions from society. Obedient social behavior, such as providing assistance to others even when they are experiencing difficulties. Each student maintains social interactions with the people around him, adapts his speech and behavior, and sometimes even imitates the personalities of his friends around him. The development of high school students' social life is influenced by one important factor, especially social adjustment. This problem is based on the fact that secondary school provides the first foundation for the formation of future attitudes and behavior.

Students must be able to adapt to their social environment in any situation. However, the social adjustment process is not necessarily successful for all students. Hurlock proposed various aspects of social adjustment: actual appearance, adaptation to different groups, social attitudes, and personal satisfaction (Hurlock, 2010). Students face various challenges throughout their lives. On this basis, Schneiders characterizes excellent social adaptability and strong situational self-control and problems, lack of excessive psychological mechanisms, natural behavior towards problems and conflicts, and can identify thinking, mature judgment, and self-control. Have basic thinking skills, can learn how to improve self-quality, have a realistic and objective attitude, and can assess a person's situation, problems and shortcomings objectively (Alexander A. Schneiders, 2010). The inability to adapt to the social environment is manifested in the form of rejection of reality and society, coupled with a feeling of dissatisfaction with oneself and the surrounding environment. When this happens, students avoid interacting with their peers because they feel alone in their environment. Therefore, social adjustments in Islam are regulated in the Koran, Surah Al-Isra' verse 15.

مَنْ أَهْدَىٰ فَإِنَّمَا يَهْتَفِئَةً خَرَىٰ وَمَا كُنَّا مُعَذِّبِينَ حَتَّىٰ نَبْعَثَ رَسُولًا ۝١٥

Meaning: Whoever follows Allah's guidance does so for his own protection; conversely, if someone follows the wrong path, they are at their own risk (loss). Moreover, until we send

an apostle, we will not punish a sinner because he is unable to bear the sins of others. (Zainal Arifin, 2014).

In accordance with Allah SWT's instructions, the verse above clarifies and advises Allah's followers to save themselves first. Second, as a reminder for God's servants that hurting themselves is the result of choosing the wrong path. This is related to social adjustment. To achieve peace in the future, students must be able to adjust well, no matter where they are. Schneiders asserts that a person's environment, education, personality, physical condition, and social adjustment may all be influenced by one or more of these variables. The environment in this case includes the home environment, school, surrounding environment, and peer environment, religion and culture (Enung Fatimah, 2010). Peers are a group of friends who are very close to a teenager. Teenagers may find it difficult to distance themselves or be avoided by their friends. Teenagers express their thoughts to their friends. The younger generation uses their peers in the process of identity formation. Adolescence can be said to be a social period. The perception of loneliness causes teenagers to seek relationships with other people and try to acquire skills by trying to build social relationships. (Mohammad Ali and Mohammad Asrori, 2014). Children often leave the house in groups or with friends. As children begin to become aware of themselves and their place in the group through interpersonal relationships with peers, the influence of peers on attitudes, language, interests, appearance, and behavior becomes greater than the influence of family. Slavin states that the peer environment is interaction with people of the same age and status (Slavin, Robert E. 2011).

Peers are people of the same age and maturity level. The peer environment is one of the most important places of socialization, along with the family environment, and the peer environment helps individuals learn how to survive in a social environment. Berndt admitted that not all friends are able to support a teenager's growth and development. Friends who impose their will and cause conflict hinder the growth and development of other teenagers (Roesmala, Fransisca Iriani, 2019). Santoso stated that indicators of the peer environment are cooperation, competition, conflict, adaptation/assimilation, and integration/assimilation (Santoso, 2010). The statement above explains that peers have an important role in adolescent development because they enable adolescents to make social adjustments in their social environment with their peers.

The author's interest in studying the influence of the peer environment on social adjustment is due to the discrepancy between theory and reality in this field. Based on observations, the cooperation index identifies problems related to the peer environment, namely the reluctance of some students to join groups to complete school assignments. The problem related to competitive indicators and the behavior shown is that some students do not appreciate the achievements of their peers, mock them, criticize them, or disappoint them. Based on interviews with Guidance and Counseling teachers, it is known that several students have social adjustment problems related to social attitudes, especially students who do not follow Goro at school. The problems identified are related to social adjustment in the sense of personal satisfaction with the behavior displayed. This means that there are students who do not accept their own shortcomings so they cannot get along well with their friends. Another problem that the author found out in interviews with Guidance and Counseling teachers is that some students cannot control their emotions well, so conflicts often occur such as fighting or choosing friends.

The description above concerns the phenomenon and importance of the inner peer environment. Social adjustment in supporting behavioral achievement and building harmonious relationships encourages researchers to examine the influence of the peer environment on students' social adjustment.

## 2. Method

### 2.1. Variable Identification

This research uses two variables, namely the independent variable peer environment (X) and the dependent variable social adjustment (Y).

### 2.2. Research Instruments/Data Collection Techniques

The Peer Environment Questionnaire and the Student Social Adjustment Questionnaire are the data collection tools used in this research.

### 2.3. Research subject

The population of this study was 200 students from classes X and XI.

### 2.4. Research methodology

The sampling method for this research uses a proportional stratified random sample, used if the population is homogeneous and spread out. To guarantee a homogeneous sample, each student in each class was selected by considering the number of students, student gender, and major, resulting in a total sample of 134 students. Research Methodology This research uses an associative quantitative approach.

### 2.5. Analysis Techniques

Data analysis to test the research hypothesis is a simple linear regression test

## 3. Results and Discussion

### 3.1. Results

After distributing the questionnaire and obtaining the data, the researcher can present the research results by explaining the data, testing the data, and testing the hypothesis as follows.

#### 3.1.1. Data Description

After receiving questionnaire responses from respondents, the data collection findings were summarized using SPSS 26 into a descriptive statistics table that examines the impact of the peer environment on students' social adjustment:

Table 1. Descriptive Statistics  
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Adjustment_Self	134	27	28	55	46.25	5,505	30,307
Neighborhood_Friends_Peers	134	107	84	191	129.69	17,124	293,224
Valid (listwise)	N 134						

The table above shows that Variable (X) peer environment, and (Y) social adjustment. For variables, the deviation is 17.124 and the variance value is 293.224. The range of values for the Y variable is 27. The minimum value is 28, the maximum value is 55, and the average value is

46.25, the deviation is 5.505 and the variance is 30.307. Based on the hypothesized average, it can be concluded that the average (average) score of respondents on the social adjustment variable is in the "very good" category and the peer environment is in the "fairly good" category.

The frequency table below shows how many assessment categories each student obtained for variables X and Y.

Table 2. Frequency Distribution of Peer Environment (X)

Score	Category	Frequency	Percentage (%)
>170	Very good	2	1.5
149 – 169	Good	10	7.5
128 – 148	Pretty good	64	47.8
107 – 127	Not good	47	35.1
< 86	Not good	11	8.2
<b>Total</b>		134	100

Based on the data above, 47.8 percent of the 64 respondents were in the "fairly good" group, and 1.5 percent were in the "very good" category. These numbers represent the majority of peer environments. A total of 35.1 out of 47 respondents were in the "not good" group, while 7.5 out of 10 respondents were in the "good" category, and 8.2 out of 11 respondents were in the "not good" category. The social adjustment variable frequency table (Y) has the following format:

Table 3. Frequency Distribution of Social Adjustment

Score	Category	Frequency	Percentage (%)
>50	Very good	40	29.9
45 – 49	Good	50	37.3
40 – 44	Pretty good	28	20.9
35 – 39	Not good	12	9
< 30	Not good	4	3
<b>Total</b>		134	100

Based on the table above, it can be seen that social adjustment is mostly in the high category with a percentage of 37.3 out of a total of 50 respondents. 29.9 out of 40 respondents answered "very good", 20.9 out of 28 answered "fairly good", and 9 out of 12 answered "not good". And 3 out of 4 people answered "not good".

### 3.1.2. Testing Requirements Analysis

Data testing was carried out using normality and linearity tests.

- Normality test according to Cruisietta Kaylana Setiawan and Sri Yanthi Yosepha, sample data from a population is normally distributed if the significance obtained is  $> 0.05$  and vice versa if the significance is  $< 0.05$  then the population data is not normally distributed (Cruisietta Kaylana Setiawan & Yanthy Yosepha, 2020). The result is:

Table 4. Normality Test

#### One-Sample Kolmogorov-Smirnov Test

		Studentized Deleted Residual
N		134
Normal Parameters, b	Mean	-,0024106
	Std. Deviation	1.01248812
Most Extreme Differences	Absolute	,058
	Positive	,046
	Negative	-,058



Statistical Tests	,058
Asymp. Sig. (2-tailed)	,200c,d

- a. The distribution of the test is normal.
- b. Determined by data.
- b. Correction of Lilliefors Significance.
- d. This represents the genuine significance's lower bound.

Based on the significance value of  $0.200 > 0.05$  based on the findings of the Kolmogorov-Smirnov normality test. Because the significance value is more than 0.05, the residual value is considered to be normally distributed according to the basic principles of decision making.

- b. The relationship between variables X and Y or data linearity is used to guarantee the linearity test. According to (Yosepha, 2020). Linearity testing aims to see whether there is a significant linear relationship between two or more variables being tested based on a decision. The basis for decision making is if the significance value is  $< 0.05$ , then the relationship between variables (X) and (Y) is linear. If the significance value is  $> 0.05$ , then the relationship between variables (X) and (Y) is not linear. To test this relationship, check the data processing in SPSS version 26 as follows:

**Table 5.** Linearity Test

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	696,917	1	696,917	27,593	,000b
Residual	3333,956	132	25,257		
Total	4030,873	133			

- a. Dependent Variable: Self\_Adjustment
- b. Predictors: (Constant), Peer\_Environment

The linearity test results show a significance of  $0.000 < 0.05$  for linearity deviation. So the basic principles of decision making stipulate that the variables (X, peer environment) and (Y, social adjustment) have a linear relationship. A significance value of 0.000 or less than 0.05 is used to support this.

### 3.1.3. Hypothesis testing

The hypothesis of this research is "Peer Environment influences Social Adjustment". Simple linear regression consisting of the coefficient of determination test (R<sup>2</sup>), F test, and simple linear regression equation test is used to test the hypothesis.

- a. The coefficient of determination (R<sup>2</sup>) test carried out by Hamid Halin in his journal explains that the magnitude of the contribution of an independent variable to a variable is measured using the dependent coefficient of determination (R<sup>2</sup>). The higher the coefficient of determination (R<sup>2</sup>). (the closer to 1), the greater the change in capacity. (Hamid Halin, 2018).

Considering  $KP = r^2 \times 100\%$

Information:

KP Assessment Value Coefficient

Correlation coefficient Coefficient R value

The coefficient of determination (R<sup>2</sup>) test using SPSS 26 looks like this:

**Table 6** Determination Coefficient Test (R<sup>2</sup>)

**Model Summary b**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,416a	,173	,167		5,026

a. Predictors: (Constant), Peer\_Environment

b. Dependent Variable: Self\_Adjustment

The coefficient of determination (R-squared) or R-squared value = 0.17317.3% is shown in the previous table. Shows that 17.3% of social adjustment is influenced by the peer environment. However, there are additional factors that influence the remaining 82.7%.

b. F test with testing criteria:

- 1) If significance is  $> 0.05$  or  $F_{count} < F_{table}$  then the hypothesis is rejected. This shows that there is no real relationship between the independent variable and the dependent variable.
- 2) If significance  $< 0.05$  or  $F_{table}$   $F_{count}$  is met then the hypothesis is accepted. This shows that there is a fairly large relationship between the independent and dependent variables.

The following are the SPSS version 26 test results:

**Table 7.** F test

ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	696,917	1	696,917	27,593	,000b
Residual	3333,956	132	25,257		
Total	4030,873	133			

a. Dependent Variable: Self\_Adjustment

b. Predictors: (Constant), Peer\_Environment

From the table above, it can be seen that  $F_{count} > F_{label}$  is  $27.593 > 0.159$ . This means that there is an influence of the peer environment on social adjustment.

- c. To estimate or anticipate the value of the dependent variable (Y) which is influenced by the independent variable (X), the Simple Linear Regression Equation is only applied to one independent variable (X) and one dependent variable (Y) (Syofian Siregar, 2017). To ensure the impact of the independent variable on the dependent variable, an enter strategy—which requires including all variables—is used in this regression analysis. results. In this research, social adjustment is used to ensure that class X and XI students have an impact on their peer environment. The following table displays the findings of the regression test carried out using the enter method:

**Table 8.** Simple Linear Regression Equation Test

Coefficientsa

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	Q	Sig.
(Constant)	28,910	3,329		8,685	,000
Environment _Friends_Peer s	,134	,025	,416	5,253	,000

a. Dependent Variable: Self\_Adjustment

Based on the results of data analysis carried out using SPSS version 26, a simple linear regression equation was obtained (Halin, 2018):  $Y = a + b \cdot X$   $28.910 + 0.134$  positive variables. This means that if the peer environment increases by 1 point or 0.134, the student's social adjustment will increase by 28,910, and conversely, if the peer environment decreases by 1 point or 0.134, the student's social adjustment will decrease by 28,910.

### 3.2. Discussion

Based on the findings of the SPSS F test calculations regarding the influence of the peer environment on students' social adjustment, the results of the SPSS output variance table analysis show a significance (Sig) of  $0.000 < 0.05$ , which means they agree on the influence of the peer environment on social adjustment. The coefficient of determination test value (R squared) is  $0.173 = 17.3\%$ , which means that the peer environment influences social adjustment by 17.3%. The remaining 82.7% is influenced by other factors.

In previous research, it was found that the influence of the peer environment on social adjustment was 25.8%, and the influence of other factors was 74.2% in the coefficient of determination test. (Novita Puji Hastuti, 2015). Previous research also shows that the influence of the peer environment has a positive and significant influence of 57% on social adjustment, and the remaining 43% is influenced by other variables. (Dian Tri Utami, 2018). This is supported by Harlock's opinion that the importance of social adaptation is that attitudes and behavioral habits acquired early in life often persist. Students who are competent at adapting to individuals during high school will have a greater opportunity to adapt to other people in the future compared to students who are unable to adapt to individuals during high school. The second reason is that the type of social adjustment that is occurring now is leaving behind traits in the self-concept that make the pattern of social adjustment that will occur in the future more certain. (Hurlock, 2010). Peers can influence individuals in social adjustment. Affection for peers increases feelings of safety, security, and self-confidence resulting in good social adjustment. Lack of social support, may have a small number of friends, and difficulty fitting in with other friends. Social support from peers usually occurs in teenagers' daily interactions. For example, through connections in social life. through closeness between teenagers and their peers (Mia Apriani and Zulfa Indira Wahyuni, 2015). According to Brown and Boukowski (M. Badiul Anwar), a peer is someone who has an important role in a teenager's life. Important changes during adolescence include changes in friendship relationships and the early stages of romantic relationships. (M. Badiul Anwar, 2017). Therefore, peer support can be very helpful in overcoming students' difficulties in social adjustment at school. When someone is stressed or in a normal condition, he needs a friendly environment. Because under normal circumstances, social support can prevent someone from stress. The peer environment is expected to help students improve social adjustment, self-confidence and confidence in socializing and communicating with new friends.

### 4. Conclusion

Based on the results of the research conducted, it can be concluded that the influence of the peer environment on social adjustment is 17.3%. The remaining 82.7% is influenced by other factors (R<sup>2</sup>)

### Acknowledgements



Based on research conducted by the author, the author would like to convey several suggestions as follows.

1. School principals should pay attention to peer support so that students can easily adapt to the school environment.
2. Subject teachers and guidance counselors must be able to assess the influence of the peer environment on students' social adaptation abilities. Teachers and school staff are expected to be able to respond to student complaints and participate in social adjustment in the school environment.
3. Students are expected to be able to adapt well to the school environment and develop habits that lead to positive behavior so that they can be accepted by their friends.
4. It is hoped that future researchers can continue this research in various aspects and add references from colleagues.

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