



Relationship Between Social Skills and Social Support with Peers' Academic Confidence on Boarding High School Students

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ABSTRACT

This study aims to determine: 1) the relationship between social skills and academic self-confidence in students, 2) the relationship between peer social support and academic self-confidence, and 3) the relationship between social skills and peer social support and academic self-confidence in students. The population of this study was 149 students of Boarding High School who were determined by cluster random sampling technique. The measuring instrument used is the social skills scale, the peer social support scale, and the academic self-confidence scale, arranged according to the Likert Scale method. The technical analysis of the first and second hypotheses uses the product moment correlation technique, while the third hypothesis uses the multiple regression correlation techniques. This research aims to know the relationship between social skills and academic self-confidence, the relationship between peer social support and academic self-confidence, and the relationship between social skills and peer social support and academic self-confidence. The results of the first hypothesis are that there is a positive relationship between social skills and academic self-confidence, the product-moment correlation value is 0.730, the second hypothesis is that there is a positive relationship between peer social support and academic self-confidence, the product-moment correlation value is 0.324, and the third hypothesis is that there is a relationship from social skills and peer social support with academic self-confidence, the results of the multiple regression test show that the F is 50.557. The p-value is 0.000, with an R square (R²) of 54. The results of the study state that social skills and social support from friends make an effective contribution. Peers by 54%, while the remaining 46% is influenced by other factors not examined in this study.

Keywords: Academic Self, Peer Social Support, Social Skills

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INTRODUCTION

Currently, in Indonesia, there are two models of the education system, namely

boarding schools and non-boarding schools (Martin dkk., 2021). According to Bastian (Liu dkk., 2020), a non-boarding school is a school system that does not live in the same neighborhood (Braveman dkk., 2022). Students, educators, and school managers do not live together in a school environment, and at certain times students and educators are at school only during school hours (Chung & Lee, 2019). The rest, students and educators spend much time outside of school (Dong & Zhang, 2021), such as at home or in their living environment (Manfredi dkk., 2021). Boarding schools according to boarding schools mean that students are required to live in dormitories. Boarding schools are also said to be full-day boarding programs because students in dormitories automatically participate in full-day learning so that students in the dormitory get additional activities in the dormitory with the monitoring of the supervisors.

Boarding schools and non-boarding schools both aim to develop students' potential (Manfredi dkk., 2021). The efforts can be made when non-boarding school students (Cheung dkk., 2019). public schools are students registered in a particular path, level, and type of educational institution, aiming to develop their potential both in academic and non-academic aspects through the organized learning process (Jeong & So, 2020). Maximizing activities after returning from school, of course, there is involvement from parents in developing students' potential so that they develop not only academic aspects but also non-academic aspects (Baker-Bell, 2020). Meanwhile, boarding-based school students need to be prepared so that students can develop their potential optimally (Schmid & Petko, 2019). boarding learning is carried out outside formal school hours and designed to provide added value to students (Champion dkk., 2019). As educators assisting in the mastery of knowledge learned at school, after learning is complete, students are equipped with several skills needed to form a generation other than intellectual intelligence (Rosenstock dkk., 2019), namely emotional and spiritual intelligence (Hassan dkk., 2018). The readiness of students before entering a boarding school is very influential on the success of students in carrying out dormitory life activities.

Schools at the boarding-based high school level are formal continuation schools from the previous level (Wiler dkk., 2019), which provide education for three years following the national curriculum, which is enriched with Islamic values to create Qur'anic (Gardezi dkk., 2021), prestigious, and contributive next generations for society in general. All high school students must live in the dormitory to participate in activities organized by the hostel (Wiler dkk., 2019). The type of curriculum used in class X already uses the independent learning curriculum (Batsevich dkk., 2020). In contrast, classes XI and XII still use the concept and implementation of curriculum 13—the school learning activities schedule starts at 06.00 (Turner & Beneke, 2020). There is a morning assembly, and learning in class starts at 06.45-14.20 with different types between boys and girls; after the learning activities are finished, there are extracurricular agendas, personal and activities held from the hostel.

For students who have just entered a boarding school (Lee, 2019), it is hoped that they will be able to adjust to boarding life to carry out the program well (Choi, 2021).

Students who have just entered a boarding school need a process to be able to adapt; this is supported by changes from the family environment by living with their parents at home than moving to a dormitory environment there will be different, especially in terms of adaptation to learning cultural conditions. , social, will be felt by every student who, on average, enters boarding school.

There are still many students who feel inferior and pessimistic (Amir dkk., 2020), compare their achievements with the achievements of others (Barrot dkk., 2021), and lack self-esteem; this is mainly experienced by female students in class XI and XII, while many class X students experience problems with overthinking about the future and they have not yet compared their achievements with the achievements of others because there has been no evaluation of the learning they have received (Sekeroglu dkk., 2019). Male students often experience more friendship problems and a need for more motivation to learn (Leal Filho dkk., 2019). So according to researchers on the various problems that exist in high school boarding (Ranabhat dkk., 2020), the most urgent to research is the problem of academic Confidence because academic Confidence will affect the future of students facing future challenges after graduating from high school.

Self-confidence is a personal aspect that every student needs to have because having self-confidence does not come from innate but is obtained from life experience and can be taught and instilled by educational experts (Mathioudakis dkk., 2021). According to Al-Uqshari , self-confidence is a form of solid belief that exists in the soul, understanding the soul and how a person can have the ability to control the soul. According to Atina (Chen dkk., 2019). Confidence is an ability, strength, and self-assessment in the form of a positive assessment that will motivate the individual to respect himself more. This is reinforced by the opinion of Taylor (Hanson dkk., 2020).Self-confidence is the ability to be yourself and try something positively without fear or shame (Lean dkk., 2019). The aspects of people who have self-confidence, according to Lauster, are belief in self-ability, optimism, objectivity, responsibility, and realistic rationality.

The results of research that has been carried out regarding academic self-confidence by Martino et al (Huhn dkk., 2019). in the condition of academic Confidence in Jayakarta Middle School students some students still lack self-confidence (Huhn dkk., 2019), for example, when learning conditions (Klok dkk., 2020). In the learning process, students need more courage to express opinions and things they want to ask. This causes students to need more motivation and affects their success in learning (Nidorf dkk., 2020). Usually, a student who is not confident chooses to remain silent or does not even have an opinion because he feels wrong if he has an opinion that he tries to share with friends, teachers, or other people. This is supported by research on self-confidence in female students from Farida (2014) with subjects of 16 students. In general, the percentage is 50% and shows a low category where 12 students, or 75%, have a low category, and four students have a medium category or 25%. This shows that some students need to gain high self-confidence.

Researchers strengthened the data by conducting an assessment using DCM (data checklist problem), carried out by researchers on female students in class XI at Boarding

High School on July 18, 2021, with 160 students. Researchers made DCM by exploring aspects of personal problems, namely academic self-confidence, with results of 160 students' daughters. Seventy students have personal problems. The most dominant academic self-confidence is feeling themselves not as good as others, longing to be admired, regretting themselves, feeling jealous of other people's achievements, feeling less self-esteem, feeling inferior, often comparing the achievements of others with oneself, and feeling hopeless or pessimistic.

Based on the data above, the researchers strengthened this by conducting a data assessment using a checklist interview with a number of questions related to academic self-confidence on May 23, 2022, for class XII with a total of 145 students. Out of a total of 145 students, 70 students still have less academic self-confidence, namely, lack of confidence in their abilities or strengths, feeling hopeless or pessimistic about future aspirations, often feeling sorry for themselves, dealing with personal problems, always asking for help from others to complete and reward himself for the achievements that have been obtained. This shows that students still have less academic self-confidence because it is found that almost 50% of the students experience problems with academic lack of Confidence.

In the opinion of the vice principal of the public relations section of the Boarding High School (Strang dkk., 2020), one of the goals of the Boarding High School being established is to be able to produce generations who are not only in the Qur'an but high school students can develop their potential according to their respective fields so that they can develop to achieve the expected achievements (Ferri dkk., 2020), from the achievements this achievement can maximally contribute to society after graduating from high school later (Bürkner & Vuorre, 2019). In an educational setting, academic self-confidence is essential for anyone, including high school students. Confidence in the scope of education is known as academic self-confidence (Yamamoto dkk., 2020). Academic self-confidence is a belief that an individual has and is confident in his ability to solve academic problems (Laird, 2014). Individuals with high self-confidence must be sure of what they are doing because it determines results. They must have the self-control to foster greater academic self-confidence (Sander & Sanders, 2009). Students are usually faced with various situations and conditions in the learning process. Students are also required to be more active in finding out many things, analyzing things, and discussing and presenting their discussions' results. This, of course, requires students to be able to convey their ideas through writing or orally in discussions. Students must speak in front of their friends, and the teacher, one of which students need is academic self-confidence (Syam & Amri, 2017). According to Noerrahman (2022), students have academic self-confidence, which is essential, especially for high school level students because, during high school, students were, on average unstable and unable to make decisions effectively. In the life of high school youth, it is hoped that they will be more independent in making decisions to try various actions and survive in the face of difficulties; the opinion reinforces this (Perry, 2006), students who have high academic self-confidence are fully confident that they will succeed, even if they have not succeeded it does not reduce the

belief that it will work next time. According to Amri (2018), self-confidence comes from the determination to do everything needed and desired in life. From self-confidence, a firm determination can be formed to achieve the expected goals and create a sense of security, seen from the attitude or a person's behavior is calmer, not easily confused or doubtful, not easily nervous, and firm.

According to Dewi et al. (2013), individuals with high self-confidence will feel comfortable with themselves, understand their potential, and socialize and communicate well with others. This is reinforced by Aizid's opinion (2018) that negative feelings such as inferiority have an effect that is not good for human life. The negative impact of feeling inferior or not confident is that it is easier to fail because you are unsure of your abilities, such as underestimating yourself so that when you do something, you feel incapable or insecure. In the view of Saputri et al. (2020), if adolescents have low self-esteem, they will find it difficult to express their abilities to others, which causes their abilities not to develop.

The results of research from Martino et al. (2021) show that social skills affect isolated student self-confidence with isolated student subject specifications. From the results of this study, the researcher wanted to know the condition of the relationship between social skills and academic self-confidence in student subjects in general. According to Angelis (2003), the factors that affect self-confidence are personal ability, one's success, desire, and strong determination. The internal factor chosen in this study is personal ability regarding social skills. Factors that affect Confidence in personal abilities by having high social skills will develop friendships, reduce unnecessary attention, reduce dependency, accept peer acceptance, reduce loneliness, and be able to improve quality of life (Pujiani, 2018). This is reinforced, according to Rahmi (2019). The social skills of students in high school are essential and must be developed because students in high school are still at the age of looking for identity and, at that time, are teenagers who need friends or a social environment. Following are some opinions regarding the definition of social skills. According to Dermawan (2008), social skills are individuals who can build effective relationships with others, can maintain social relationships, and handle interpersonal conflicts effectively.

According to Rachmah (2019), social skills are the ability to interact with other people to socialize with the community and the surrounding environment while maintaining the feelings of other people to create harmony in society. Meanwhile, according to Suud (2017), social skills are the ability to communicate effectively with other people verbally and non-verbally according to existing situations and conditions, where social skills are learned behaviors. Students who have high social skills will get good social acceptance and show characteristics of social skills, according to Amiruddin (2021), namely self-awareness, self-management, social awareness of empathy, ability to interact socially, and responsible decision-making. Student self-confidence is essential to support academic, career, and life success (Tanjung & Amelia, 2017). Social skills are critical skills that support student self-confidence (Martono et al., 2021). According to Santrock (2003), the factors that influence self-confidence besides personal abilities in

terms of social skills are physical appearance, self-concept, relationships with parents, and relationships with peers. The external factors chosen in this study were peer relations regarding peer social support. The results of research conducted by Winata et al. (2017) show that there is a relationship between peer social support and adolescent self-confidence. The researcher chose peer social support because senior high school students who attend boarding school interact more with their peers and even have more daily activities with them regarding personal, social, and study activities.

Following are some definitions of social support. According to Swarjana (2022), social support is a process of human interaction that can be implemented by providing support categorized into emotional, informational, instrumental, and appraisal support. Peer social support, according to Sasmita & Rustika (2015), is a form of support provided by individuals by groups of peers in the form of comfort both physically and psychologically so that individuals feel loved, cared for, and valued as part of a social group environment, while the opinion of Dewi & Arjanggal (2020) someone who gets high peer social support will feel cared for by many people and will not disappoint. High peer social support will make individuals motivated and more enthusiastic about learning in order to achieve the expected goals. According to Saputro & Sugiarti (2021), social support sourced from peers will provide information regarding what adolescents do in socializing with their environment, in addition to providing feedback on what adolescents do in groups and social environments as well as providing opportunities to be able to test various kinds of roles. In resolving the crisis to form an optimal self-identity. According to Cutrona & Russell (in Swarjana, 2022), the components of social support include emotional, informational, tangible, and belonging support.

Peer social support has a positive relationship with academic self-confidence which is strengthened by the findings of a study by Winata et al. (2017) showing a significant relationship between peer social support and adolescent self-confidence. Supported by the opinion of Hapasari (2014), positive acceptance from the environment, one of which is from peers, is very much needed to build self-confidence. According to Gorsy & Panwar's (2015) research, adolescents who experience unsatisfactory friendships do not have healthy peer relationships, so self-confidence and peer relationships play an essential role in satisfying relationships among adolescents. The research results of Dewantari & Masya (2018) show a significant relationship between social skills and students' self-confidence. According to Susanto (2018), the emotional source of friendship can provide a sense of security in entering new areas, meeting new people, and dealing with new problems. Students and peers provide mutual support to deal with stress and create a pleasant atmosphere.

Relationships with peers have many functions, namely facilitating the learning development process through peer relationships so that there are opportunities to learn social skills that are important for life. This is reinforced by the opinion of Kartika & Irwanto (2020) that friendship is a form of attachment that differs from family and parents. Friendships are social networks that adolescents use to test self-acceptance and new sources of support to overcome barriers to developing self-confidence and trust in

others. From the explanations that have been described, we want to know whether there is a relationship between social skills and peer social support with academic Confidence in high school boarding students.

RESEARCH METHODOLOGY

The population in this study were 149 class XII female students because, based on data obtained from researchers, it was indicated that they had problems with academic self-confidence in female students and class XII students would soon be joining the outside world and would experience various existing challenges so having academic self-confidence was a provision that is important to be accomplished following the potential of their respective fields.

The sample used in this study was a portion of class XII boarding school female students, totaling 89 female students. There are two majors, MIPA IPS and 5 Class XII Girls in SMA. The sampling technique in this study was the cluster random sampling technique; according to Sugiyono (2014), cluster random sampling is a sampling technique by randomizing groups rather than individual subjects. In the field, the researchers carried out a lottery for the five classes; then, they were taken randomly using a lottery system to get three classes to meet a total sample of 89 students. The lottery results were obtained for class XII MIPA 4, XII MIPA 5, and XII IPS 4, which were the samples in the study.

The data collection tool used in this study is the scale method. According to Azwar (2013), a scale is a statement that does not directly reveal the attribute to be measured but instead reveals behavioral indicators of the attribute in question. The scale in this study aims to reveal the academic Confidence of students who live in dormitories. The scaling model used in this study uses the method of summated ratings which transforms the level of ordinal answer choices into interval scale quantities, and neutral items cannot use this method (Azwar, 2013). According to its content, the scale comprises two forms of statements: statements that support (good) and statements that do not support (unfavorable).

RESULT AND DISCUSSION

RESULTS

The results of testing the first hypothesis of the relationship between social skills and academic self-confidence in students obtained a product-moment correlation value of 0.730 and a p-value of 0.000 ($p < 0.01$). This means that the first hypothesis is accepted; a positive relationship exists between social skills and academic self-confidence in boarding high school students. The practical contribution of social skills to students' academic self-confidence was 53.4%, while 46.6% was determined by other variables not measured in this study.

The results of testing the second hypothesis of the relationship between peer social support and academic self-confidence in students obtained a product-moment correlation value of 0.324 and a p-value of 0.002 ($p < 0.01$). This means that the second

hypothesis is accepted; there is a positive relationship between peer social support and academic Confidence in boarding high school students. The practical contribution of peer social support to students' academic self-confidence is 10.5%, while 89.5% is determined by other variables not measured in this study.

Based on the results of multiple linear regression analysis, it is known that the F value is 50.557. The p-value is 0.000 ($p < 0.05$), so the third hypothesis is that there is a jointly positive relationship between social skills and peer social support with academic self-confidence in boarding high school students, then the third hypothesis is accepted.

DISCUSSION

Based on the results of testing the hypotheses in this study, it is known that the three hypotheses are accepted. The first hypothesis is a positive relationship between social skills and academic self-confidence. The second hypothesis is a positive relationship between peer social support and academic self-confidence. The third hypothesis is a jointly positive relationship between social skills and peer social support with academic self-confidence. The three hypotheses that have been proven will be described as follows.

The first hypothesis is a positive relationship between social skills and academic self-confidence. The results of the analysis of testing the first hypothesis using simple linear correlation analysis Pearson product-moment, which shows a correlation number of 0.730 ($p < 0.01$). These results indicate that the hypothesis is accepted. This means a positive relationship exists between social skills and academic self-confidence in boarding high school students. The higher the social skills possessed by students, the higher the academic self-confidence in students. Conversely, the lower the social skills of students, the lower the academic self-confidence of students will be. Confidence in the world of education is academic self-confidence.

According to Komara (2016), Self-confidence is the most critical essential capital for a person to actualize himself. Confidence is one of the results of positive self-actualization; by having self-confidence, students can develop their talents, interests, and potential into success or achievement. Self-confidence has a significant contribution to student motivation. As in carrying out student obligations as students, continuing education to a higher level, and in career planning, students need to recognize their potential, make targets to be pursued and be able to develop and compete both in the academic world and the world of student careers. According to Angelis (2003), personal ability is one of the internal factors that influence self-confidence. Internal factors refer to personal abilities, such as social skills, when individuals do something they can.

In contrast, one of the external factors of self-confidence, according to Santrock (2003), is relationships with peers. In more detail, Bandura (1986) describes triadic reciprocal determinism as three variables that influence each other, while the three variables are environment, personality, and behavior. As for this research, prior to the formation of student self-confidence behavior, it was influenced by personal factors, namely social skills, and environmental factors, namely peer social support.

According to Rahmi (2021), the social skills of students in a high school dormitory environment are essential and must be developed because, at the age of searching for identity at that time, it is adolescence that needs friends or a social environment, so it needs guidance. A student can have social skills if he can communicate well according to the procedures with others in the group, and group facilities as a forum for communication are conditions that must exist in social skills. Another study was conducted by Martono (2021), which showed an influence between social skills and isolated student self-confidence. The dynamics of the two variables can be seen in the description of the aspects. According to Amiruddin (2021), the aspects of social skills are self-awareness, self-management, social awareness, empathy, and the ability to interact socially. The findings from this study also showed that students who had social skills in the low category were one student with a percentage of 1.12%, in the medium category were 58 students with a percentage of 65.16%, and in the high category were 30 students with a percentage of 33.70%.

It can be concluded that the social skills variable is moderate, and the effective contribution of social skills to the academic Confidence of boarding high school students is 53.4%. In comparison, 46.6% is determined by other variables not measured in this study. Based on the description above, a relationship exists between social skills and academic self-confidence in boarding high school students.

The second hypothesis is that there is a positive relationship between peer social support and academic Confidence. The higher the social support of peers, the higher the academic self-confidence, and vice versa; the lower the social support of peers, the lower the academic self-confidence. The second hypothesis is accepted, as evidenced by the product-moment correlation value of 0.324 ($p < 0.01$). Based on research conducted by Indrawati (2019), the more positive peer support, the higher self-confidence. Conversely, the more negative peer support, the lower self-confidence. In the case of this study, this condition is the relationship of peer social support which influences the goals of academic self-confidence. The dynamics of the two variables can be seen in the description of the aspects, according to Cutrona & Russell (in Swarjana, 2022), the components of social support, including emotional support, information support, tangible support, and belonging support. The findings in the research that has been done also show that students who have peer social support in the low category are 1 with a percentage of 1.12%, in the medium category are 35 students with a percentage of 39.32%, and in the high category are 53 students with a percentage of 59.55%. It can be concluded that the variable peer social support is high, and the effective contribution of peer social support to students' academic Confidence is 10.5%. In comparison, 89.5% is determined by other variables not measured in this study.

Based on the description above, a positive relationship exists between peer social support and academic self-confidence. The higher the social support of peers, the higher the academic self-confidence, and vice versa; the lower the social support of peers, the lower the academic self-confidence. The third hypothesis proposed in this study was

declared accepted, namely that there was a relationship between social skills and peer social support with academic self-confidence in students.

The results of the multiple regression test found that r was 0.735 with an R square (R^2) of 54 and an F value of 50.557 ($p < 0.01$). These results indicate that social skills and peer social support play a role in forming academic self-confidence in boarding high school students. The practical contribution of social skills and peer social support to the academic Confidence of boarding high school students is 54%. In comparison, the remaining 46% is influenced by other factors not examined in this study.

Social skills positively affect self-confidence; this is supported by research results from Dewantari & Masya (2018), which have proven a significant relationship between social skills and students' self-confidence. In addition to social skills, peer social support is also a predictor of academic self-confidence. Peer social support is the support given to individuals by their peer group through physical and psychological comfort to feel loved, cared for, and valued as part of a social group (Sasmita & Rustika, 2015). This is reinforced by Kamaluddin (2022). Social support has an essential role in social life because social support is very effective in relieving stress when individuals experience difficulties and life problems. Based on the description above, a positive relationship exists between social skills and peer social support with academic self-confidence in students. The higher the social skills and social support of peers, the higher the academic self-confidence, and vice versa, the lower the social skills and social support of peers, the lower the academic self-confidence.

CONCLUSION

There is a concurrent relationship between social skills and peer social support with academic self-confidence in students. The practical contribution of social skills and peer social support to academic self-confidence in students is 54%. In comparison, the remaining 46% is influenced by other factors not examined in this study, such as physical appearance, self-concept, relationship with parents, one's success, desire, and strong determination. Students who have social skills and get social support from peers will have Confidence in their potential to be developed into an achievement, be able to face life's challenges, and not easily give up. Students with high social skills and peer social support will have a positive relationship with students' academic self-confidence; in other words, they will show more positive effects than negative ones.

There is a positive relationship between social skills and academic self-confidence. This means that the higher the social skills, the higher the academic self-confidence, and vice versa; the lower the social skills, the lower the academic self-confidence. High social skills will develop friendships, reduce unnecessary attention, reduce dependency, have peer acceptance, reduce loneliness and improve quality of life. A positive relationship exists between peer social support and academic self-confidence in students. This means that the more positive the social support of peers, the higher the academic self-confidence, and vice versa, the more negative the social support of peers, the lower the academic self-confidence.

Peers are the closest environment of students who interact every day for 24 hours, so social support from peers will make individuals more resilient in dealing with problems and have academic self-confidence. In this study, the researchers have tried to work according to the research limitations set by the researchers, but there are still some weaknesses if this research is to be continued; the weakness is that there are no unique characteristics for the research sample, such as isolated students with sociometric data.

Then the weaknesses that need to be considered by further research; the peer social support variable already has a high category, so that you can choose independent variables other than peer social support, or if you want to use the peer social support variable, you can make in-depth observations about the condition of social support between friends. Peers to be studied and the number of samples can be increased because the sample of 89 is less representative of the population of the research subjects.

The results of this study show that social skills and peer support provide an effective contribution of 54%, meaning that other factors influence academic self-confidence. It is suggested that further research examine other variables or look for other rarely researched theories, which can affect academic self-confidence both from internal and external factors. For further research that examines peer social support variables, they can examine other independent variables.

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