

HUBUNGAN ANTARA DUKUNGAN SOSIAL TEMAN SEBAYA DAN IDENTITAS DIRI PADA SISWA KELAS XII SMA NEGERI 1 KENDAL

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Abstrak

Penelitian ini dilaksanakan dengan tujuan mengetahui hubungan antara dukungan sosial teman sebaya dan identitas diri pada siswa kelas XII SMA Negeri 1 Kendal. Identitas diri merupakan tugas perkembangan yang krusial bagi remaja, namun masih banyak siswa kelas XII yang mengalami kebingungan identitas, yang diduga berkaitan dengan rendahnya dukungan sosial dari teman sebaya. Penelitian menggunakan pendekatan kuantitatif korelasional dengan teknik pengambilan sampel *convenience sampling* berdasarkan kriteria inklusi dan eksklusi. Dari 423 siswa populasi, ditetapkan 206 siswa sebagai target sampel menggunakan rumus Slovin; setelah penyaringan data dan pengeluaran *outlier*, jumlah partisipan yang dianalisis adalah 86 siswa. Analisis data menggunakan regresi linear sederhana dengan bantuan SPSS, didahului uji asumsi normalitas, linearitas, dan heteroskedastisitas. Hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara dukungan sosial teman sebaya dengan pembentukan identitas diri ($\beta = 0,302$; $p < 0,001$. Nilai $R^2 = 0,091$ menunjukkan bahwa dukungan sosial teman sebaya berkontribusi sebesar 9,1% terhadap variabel identitas diri. Dengan demikian, semakin kuat dukungan sosial yang dipersepsikan dari teman sebaya, semakin matang proses identitas diri siswa.

Kata kunci: dukungan sosial teman sebaya; identitas diri; remaja

THE RELATIONS BETWEEN PEER SOCIAL SUPPORT AND SELF-IDENTITY AMONG TWELFTH-GRADE STUDENTS AT SMA NEGERI 1 KENDAL

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Abstract

This study aimed to determine the relationship between peer social support and self-identity among Grade XII students at SMA Negeri 1 Kendal. Identity development is a crucial developmental task during adolescence; however, many Grade XII students still experience confusion regarding their identity, which is presumed to be associated with low levels of peer social support. This study employed a quantitative correlational approach using a convenience sampling technique based on the inclusion and exclusion criteria established by the researcher. From a population of 423 students, 206 participants were selected as research samples using the Slovin formula. After data screening and outlier removal, 86 participants met the criteria for analysis. Data were analyzed using simple linear regression with the assistance of SPSS. Prior to hypothesis testing, the data were examined through normality, linearity, and heteroscedasticity tests. The results indicated that the assumption tests were satisfied and the data distribution was normal. Hypothesis testing showed that peer social support was positively and significantly related to self-identity ($\beta = 0.302, p < 0.001$). The coefficient of determination (R^2) of 0.091 indicated that peer social support contributed 9.1% to the variance in self-identity. Therefore, stronger peer social support is associated with a better self-identity development process among students.

Keywords: peer social support; self-identity; adolescents