

## Self-Efficacy And Peer Social Support With Self-Adjustment Of Grade VII Students

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### ABSTRACT

This study aims to determine self-efficacy and peer social support with self-adjustment in seventh grade students at SMPIT Assu'Adaa Bekasi. The sampling technique in this study used the census technique. The sample of this study totalled 63 male and female students aged 12-14 years. The data analysis method uses *Bivariate Correlation* with the SPSS 25.0 for windows programme. Data analysis on the *Bivariate Correlation* method between self-efficacy and self-adjustment has results with a value of  $r = 0.518$   $p = 0.000$  and the relationship between peer social support and self-adjustment of  $r = 0.342$   $p = 0.006$ . This means that it can be said that there is a significant positive relationship between self-efficacy and self-adjustment and there is also a significant positive relationship between peer social support and self-adjustment. Furthermore, the results of data analysis tests with *Multivariate Correlation* to measure the relationship between self-efficacy and peer social support with self-adjustment obtained a value of  $R = 0.536$ ,  $R^2 = 0.288$  and  $p = 0.000$ ;  $p < 0.05$ . This shows that there is a relationship between self-efficacy and peer social support with self-adjustment in seventh grade students at SMPIT Assu'Adaa Bekasi. This shows that the higher the self-efficacy and social support of peers, the higher the individual's self-adjustment. the same goes for the other way around, the lower the self-efficacy and social support of peers, the lower the individual's self-adjustment.

**Keywords :** Self-Adjustment, Self-Efficacy, Peer Social Support

### I. INTRODUCTION

School as one of the formal education needs to organise quality education to develop student's abilities. In developing student potential, students are required to be able to adjust to the situation in the school environment, it is expected that student can combine their potential and internal conditions with the environment in which they interact. No matter how small the change that occurs, self adjustment still needs to be done so that student can optimally carry out school activities.

In passing through the stages of development, individuals face a transition period. The transition period does not only occur in the developmental stage. Individual transition also occurs during their school years. School transition is the movement of students from the old school to a new school that is higher in level, starting from elementary school to junior high school, high school, to college (Santrock, 2011).

Entering the transition period from elementary school to junior high school, junior school students experience the 'top dog phenomenon' (Santrock, 2002). The 'top dog phenomenon' is a situation that moves from the top position, namely when in elementary school individuals are the oldest, largest, and most powerful students to the lowest position, namely in junior high school they become the youngest, smallest, and weakest students in school.

According to Hargreaves, Earl, and Ryan (in Sukasari & Wulandari, 2017) students entering junior high school experience adjustment problems in the first year of school. Adjustment problems at school affect

decreased achievement and motivation to learn, enjoy school less, have less desire to go to school, and student experience anxiety. The anxiety experienced is related to relationships with friends, seniors, tasks, and teachers. Based on this explanation, it shows that seventh grade junior high school students need to have the ability to adjust to new educational situations.

The results of research by Yuniar, Zaenal, and Tri (in Rahmawati, 2013) show that every year, around 5-10% of new student at Pondok Pesantren Modern Islam (PPMI) Assalam Surakarta experience problems in carrying out the self-adjustment process, such as not being able to follow lessons, not being able to stay in the dormitory, because they cannot live separately from their parents, committing acts that violate other cottage rules.

Initial interviews conducted with seventh grade student at SMPIT Assu'Adaa Bekasi, showed that class VII experienced problem in self-adjustment at school. These individuals expressed this directly to the researcher and some student feel uncomfortable and unable to adapt to the school environment and feels like moving to another school. According to the homeroom teacher, several times there were problems when student interacted with their friends, when making study groups, students did not want to join other friends and only wanted to be with their close friends, so sometimes some other friends did not get study groups.

Self-adjustment is important in individual's developmental phase. Especially during the transition period of elementary school children to the next level. According to Schneiders (in Kuesdiyanti, Halimah & Faisaluddin, 2011) self-adjustment is a process that includes mental and behavioural responses, where individuals try to be able to successfully deal with the needs within themselves, tensions, conflict, and frustrations the experience, so that a level of harmony between the demands of the inner self and what is expected by the environment in which the individual lives.

The ability to adjust is something that every individual need because self-adjustment occurs at any time when faced with new environmental conditions that require a response. It is important for individuals to adjust well in the school environment. Schneiders (in Sukasari & Wilani, 2017) explains that individuals who are less able to adjust well at school will show an attitude of disinterest in school, skip school, good relationship with teachers and friends, and disobey school rules. Based on the description above, it can be concluded that self-adjustment is a process carried out by individuals to overcome and fulfill needs to achieve harmony within the individual and in the environment.

Self-adjustment cannot be separated from several factors, one of which is often associated with self-efficacy or self-belief. Bandura (1997) says an individual's belief in his ability to control behaviour so as to achieve the desired positive results is called self-efficacy. Another meaning of self-efficacy is the way individuals control their environment so that it helps them deal with conflicts in a positive and environmentally acceptable way.

Self-efficacy has a great influence on behalf here because of advocacy is the belief that individuals have to master situations to achieve their desired targets (Bandura, 1997). Individuals with the self-efficacy that is considered high tend to try harder to achieve their targets and create more achievements and be more persistent. In contrast to individuals who have lower self-efficacy. High self-efficacy can cause individuals to have control in dealing with their environment and will feel more confident to act. Self-efficacy affects self-adjustment and is seen in students who believe that they can adapt to the new environment at school, which can affect how students overcome various obstacles and pressures that come with fulfilling the role as a student.

Pamardi and Widayat (2014) state that the role of self-efficacy can affect the way individuals view the burdens, demands, and obligations that must be carried out by individuals. It can be

concluded self-efficacy is an individual's belief about his ability to organize and complete a task or problem need to achieve certain results.

In addition, to self- efficacy, peer social support is also an important factor for self-adjustment in students. for individuals who experience the transitions from elementary school to Junior High School rejection from peers is a tough thing, so the acceptance and social support of peers is important. peer social support can be defined as assistance provided by peer groups in the forms of affection, sympathy, and understanding (Sukasari & Ari Wilani, 2017).

According to Santrock (2012), Social support can come from family friends and surrounding environment, but basically during the school period, peers have an important roles because individuals spend more time with their friends than with their family. Therefore, Beer social support is very helpful in dealing with difficulties that individual face at school. Peer social support is expected to help build student's trust and And confidence when socialising and communicating with new friends. so that beer support can be interpreted as the perception that individuals receive regarding to help, attention, and treatment provided by their peers. it can be conclude that peer social support is the support that individuals get from peers in the form of affection, sympathy, and assistance that can build individual trust and confident.

South efficacy is one of the important factors that can affect self-adjustment. Low self-efficacy will affect individual anxiety individuals who feel less confident in their abilities will experience anxiety so that it can affect the adjustment in the environment. this is in line with the result of research conducted by Rahma (2011), self-efficacy sea providers and effective contribution of 30.2% to self-adjusment, this shows that self efficacy has a positive relationship with self adjustment. in addition to self-efficacy, peer social support is also a factor that can affect self adjustment, peer social support is important to individuals because if there is rejection with peers it can affect attitude, feelings and individuals self-adjustment. this is also in line with the result of research conducted by Susanto and Indrawati (2020), that there is a positive relationship between peer social support and self-adjustment, the more positive social support from peers, the better self adjustment in students. This explanation shows that self-efficacy and peer social support have a positive relationship for individual self-adjustment.

## **II. TEORITICAL FOUNDATION**

### **Self-Adjusment**

According to Agustiani (2006) self-adjustment is a certain way that individuals react to the demands within themselves and the external situations they face. The aspects of self-adjustment conveyed by Schneiders (1964) include :

- a. Control of excessive emotions, namely the control and calmness of emotions to deal with problems and determine various possible solutions to problems.
- b. Self-defence mechansims, namely individuals are categorised as normal if they are willing to admit their failures and try again to achieve the set goals.
- c. Personal frustrasion is that individuals who expearence frustation are marked by feelings of helplessness and hopelessness, making it difficult to organise thinkingand behavioural abilities in dealing with situations that demand resolution.
- d. Rational consideretaion and self-direction skills are individuals who have the ability to think and

consider problems or conflicts and the ability to organise thoughts, behaviours, and feeling to solve problems.

- e. The ability to learn and utilities past experiences is the self-adjustment shown by individuals as a result of their ability to overcome conflict and stress situations.
- f. Relativistic and objective attitude is an attitude that comes from rational thinking, the ability to assess situations, problems, and individual limitations in accordance with reality.

### **Self-Efficacy**

Bandura (1997) defines that self-efficacy is the belief that individuals hold about their abilities and also the results obtained from their hardwork affecting the way individuals behave. Aspects of self-efficacy according to Corsini (Fitriani & Nurmala, 2021) include :

- a. Cognitive, namely the ability of individuals to think about the methods to be used and design an action to be taken to achieve the expected goals.
- b. Motivation is the individual's ability to motivate himself through thinking to take an action and decision so that he can achieve the expected goal.
- c. Affection is the ability to overcome feelings or emotions that arise in him to achieve the expected goals.
- d. Selection is the individual's ability to complete the behaviour and environment around him so that it is appropriate to help achieve the expected goals.

The dimensions of self-efficacy according to Bandura (1997), include:

- a. The individual level dimension is expected to be able to complete each task with various levels of difficulty, ranging from simple to requiring maximum performance.
- b. The generality dimension is related to the individual's ability to complete various tasks.
- c. The strength dimension relates to how strong an individual's beliefs or expectation of their abilities are.

### **Peer Social Support**

According to Simanjuntak and Indrawati (2021), peer social support is an individual's assessment of the positive help or support received from friends whose maturity level or age is equal, so that individuals feel valued, cared for and loved. Dimensions of peer social support according to House (1998) include :

- a. Emotional support is support provided to help individuals overcome emotional problems or stress.
- b. Appreciations support is support provided to increase individual self-esteem and self-confidence.
- c. Instrumental support is support in the form of concrete actions to help individual overcome problems.
- d. Formative support is support in the forms of information and advice that helps individuals overcome problems.

## **III. METHOD**

This study uses three variables, namely self-adjustment, self-efficacy, and peer social support. The population in this study were seventh grade student at SMPIT Assu'Adaa Bekasi. Using the census technique with 63 respondents as a sample.

The data collection method is a questionnaire with a Likert scale model which contains a number or written statements and is distributed through a questionnaire to respondents by providing five alternative answers, namely Very Suitable (SS), Suitable (S), Neutral (N), Not Suitable (TS), Very Not Suitable (STS).

This study uses a self-adjustment scale compiled based on aspects of Schneiders (1964) which totals 22 items. The efficacy scale is based on the dimensions of Bandura (1997) which totals 14 items. The peer social support scale is arranged based on the dimension according to House (1988) which totals 24 items. The scale is arranged based on Likert scale model.

The data analysis methods used in this study are Bivariate Correlation, Step Wise, and Normality. Data processing uses the SPSS 25.0 for windows application.

#### **IV. RESULT & DISCUSSION**

##### **Normality Test**

Based on the results of the normality test, the significance value for the self-adjustment scale is 0.248 ( $p > 0.05$ ), the significance value for the self-efficacy scale is 0.101 ( $p > 0.05$ ), the significance value for the peer social support scale is 0.536 ( $p > 0.05$ ). This states that the research data from the self-adjustment scale, self-efficacy scale, and peer social support scale are normally distributed.

##### **Categorisation Test**

The self-adjustment scale has low categorisation with  $X < 58.5$  for medium categorisation  $58.5 \leq X \leq 73.5$ , and high categorisation with  $X > 73.5$ . In addition, the mean finding ( $\bar{X}$ ) was found to be 79.6. This indicates that the self-adjustment variable is in the 'high' category.

The self-efficacy scale has a low score categorisation with  $X < 35.5$ , and a medium score categorisation of  $35.5 \leq X \leq 48.5$ , high categorisation with  $X > 48.5$ . The mean finding ( $\bar{X}$ ) was found to be 45.8. This indicates that the self-efficacy variable is in the 'medium' category.

The peer social support scale has a low categorisation with  $X < 58.5$ , and a medium score categorisation of  $58.5 \leq X \leq 85.5$ , and high score categorisation with  $X > 85.8$ . In addition, the mean finding ( $\bar{X}$ ) was found to be 88.7. This indicates that the peer social support variable is in the 'high' category.

##### **Hypothesis Test**

Based on the result of the first hypothesis test using the Bivariate Correlation method between self-efficacy and self-adjustment,  $r = 0.518$  and  $p = 0.000 < 0.05$  were obtained. So  $H_0$  which reads 'There is no relationship between self-efficacy and self-adjustment', is rejected. So it is concluded that  $H_a$  which reads 'There is a relationship between self-efficacy and self-adjustment' is accepted.

Based on the results of the second hypothesis test conducted using the Bivariate Correlation method between peer social support and self-adjustment,  $r = 0.342$  and  $p = 0.000 < 0.05$ . So  $H_0$  which reads 'There is no relationship between peer social support and self-adjustment' is rejected. So it is concluded that  $H_a$  which reads 'There is a relationship between peer social support and self-adjustment' is accepted.

Based on the result of the third hypothesis test using the Multivariate Correlation method,  $R$  is 0.536 and  $R$  Square is 0.288 and  $p = 0.000 < 0.05$ , thus  $R$  is significant at the level of 0.05. So  $H_0$  which reads 'There is no relationship between self-efficacy and peer social support with self-adjustment' is rejected. So it is concluded that  $H_a$  which reads 'There is a relationship between self-efficacy and peer social support with self-adjustment' is accepted.

In the results of regression data analysis with the stepwise method, it was found that the contribution of self-efficacy to self-adjustment was 51.8% with an  $R$  of 0.536. This shows that the contribution of peer



social support variables is not more dominant when compared to the contribution of self-efficacy variables.

Based in the result of regression data analysis with the enter method, it is known that R Square is 0.536. therefore, it can be concluded that self-efficacy and peer sosial support contribute 53.6% to self-adjustment. The rest of the contribution is  $100\% - 53.6\% = 46.4\%$  which comes from other factors outside of study.

Based on the results of the analysis in this study, it shows that there is a significant relationship between self-efficacy and peer social support in a positive direction. This means that the higher the self-efficacy, the higher the self-adjustment of seventh grade students at SMPIT Assu'Aadaa Bekasi. the same goes dor the other way around, the lower the self-efficacy, the lower the self-adjusment of seventh grade students at SMPIT Assu'Aadaa Bekasi.

Based on the result of the analysis in this study, it also shows that there is a significant relationship between peer social support and self-adjustment in a positive direction. Thus, the higher the social support, of peers, the higher the self-adjustment of seventh grade students at SMPIT Assu'Aadaa Bekasi.

There is a relationship with a significant level between self-efficacy and peer social support. This means that the higher the self-efficacy and sosial support of peers, the higher the self-adjustment of seventh grade students at SMPIT Assu'Aadaa Bekasi, and the same goes dor the other way around. The lower the self-efficacy and social support of peers, the lowe the self-adsutment of the grade atudents at SMPIT Assu'Aadaa Bekasi.

## **V. CONCLUSION**

1. There is significant relationship in the positive direction between self-efficacy and self-adjustment in seventh grade at SMPIT Ass'Aadaa Bekasi.
2. There is a positive relationship between peer social support and self-adjusment in seventh grade student at SMPIT Ass'Aadaa Bekasi.
3. The is significant relationship between self-efficacy and peer social support with self-adjustment in seventh grade students at SMPIT Assu'Aadaa Bekasi.

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