

The Effect of Peer-Support to Students' Academic Stress in Boarding School with House System

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Abstract. The purpose of this research is to describe the level of academic stress and peer-support among students; in boarding school with house system; and to analyze the role of peer-support to students' academic stress in boarding school with house system. Peer-support is measured by Child and Adolescent Social Support Scale-Academic (CASSS-A) with Cronbach $\alpha = .97$ (Sonia, 2014) as an independent variable and academic stress is measured by Educational Stress Scale for Adolescents (ESSA) with Cronbach $\alpha = .82$ (Sun, 2012) as a dependent variable. Data collection was carried out at SMAN Sumatera Selatan as one of boarding school that implements a house system in Indonesia with 60 out of 300 students as a sample in this research. Researchers use a cluster sampling technique. The result of this research shows that peer-support is on an average level; academic stress is on an average level that analyze by descriptive analysis technique. Simple linear analysis techniques are used as inferential analysis which shows that there is no effect of peer-support to students' academic stress in a boarding school with house system, in other words, H_0 in this research is accepted. As the researcher evaluated the result of this research, self-efficacy found as a mediator variable between social support (peer support, parent support, and teacher support) to students' academic stress in a boarding school with house system and become a recommendation for upcoming research.

Keywords: Academic stress, boarding school, house system, peer support.

Abbreviations: House system (HS)

INTRODUCTION

Early adolescents are crucial development stages of humans. This stage displays massive cognitive, social, emotional and physical changes. This developmental shock often has implications for the onset of the phenomenon of stress in adolescents. Stress is defined as a condition when psychological aspects suppress a person's ability to adapt (Lazarus, 1996; Lazarus and Folkman, 1984; Zajacova, Lynch & Espenshade, 2005). Kaushal (2018) stated that academic stress is the main factor that causes adolescent stress. Stress that is not properly handled will interfere with academic ability and increase the likelihood of being involved in rapid behavior such as drug abuse and other destructive behavior (Strubbe, 1989)

There are five stressors that trigger Academic stress that may come from academic stressor which is worried about the future, a lot of homework, situation in the class, a rank, examination, and other people's expectations (Sun, 2012). A student who lived in boarding school there is some additional academic stressors that should be faced by students which are, the changes that occur in the school environment; living in dormitories; new teachers and friends; and pressure from rules and rhythm of dorm life.

One of the factors that influence adolescents' abilities to deal with academic stress is social support, which

support from family becomes primary support, as Fisher et al (1986) said for a person who leaves home to reside in a new place for educational reasons both aspects may be influential. Which there is distancing from the support normally given by family and friends; loss a familiar "routine" pattern of life and exposure to an implosion of new environmental and psychological factors and the need to adjust to change in residence resulting in loss of direct contact with family and with the home environment. For students who lived in boarding school, there is others social support source that come from teachers and peers (Sun, 2012) in this study, researchers investigated social support from peers.

House system (HS) is a unique-boarding school concept that adapted from England. Students on HS-boarding school are separated into a different group called "house", the main purpose of this concept is to make school having a "home base" situation (Dieferenfried, 1976). SMAN Sumatera Selatan as one of school in Indonesia who is implementing HS concept divided students into small house which are, Dolphin house, Dove house, Eagle house, Hornbill house, Komodo house, Lion house, Mantaray house, Rhino house, and Shark House which is expected to help student give support between them to cope with stress. Students will live together in the same dormitory for three years of study and provided by many activities that will strengthen their bonding as a family in the

dormitory. Those activities such as house gather, house cooking, house assembly, house point card, and many others. In this study the researcher tried to examined whether grouping students with house systems can affect the students ability to dealing with academic stress

MATERIALS AND METHODS

This research used quantitative non-experiment research methods with random sampling technique. The research is placed in SMAN Sumatera Selatan with 60 students out of 300 as sample. The data collected by questionnaire that adapted Child and Adolescent Social Support Scale-Academic (CASSS-A) that build up by Sonia S. (2014) and Educational Stress Scale for Adolescents (ESSA) for dependent variable from Sun (2012). The results examined with descriptive analysis and simple linear regression for inferential analysis. Descriptive analysis and hypothesis testing were carried out using Statistical Package for Social Science (SPSS) based on field study.

RESULTS AND DISCUSSION

Result 1 – Descriptive Analysis Results Peer Support (Child and Adolescents Social Support Scale-Academic)

Respondent of this research is 60 students and classified based on grade, sex, and major.

Table 1. Description of peer support by CASSS-A.

Aspect		Number of respondent	Percentage (%)	Mean CASSS-A	SD CASSS-A
Grade	10	18	30	45,66	10,63
	11	18	30	50,66	11,59
	12	24	40	48,66	7,92
	total	60	100	48,26	9,97
Sex	Male	30	50	49,43	9,26
	Female	30	50	47,10	10,67
	Total	60	100	48,66	9,88
Major	Natural science	39	65	45,06	8,74
	Social Science	21	35	46,00	8,44
	Total	60	100	45,40	8,58

CASSS-A= Child and Adolescents Social Support Scale-Academic; Mean= average value; SD= Standard deviation;

- Based on grade, results shows theoretical average value of CASSS-A on ($\mu=48$) and 10 ($\mu=45,66$); 11 ($\mu=50,66$); 12 ($\mu=48,66$).
- Based on sex, results shows theoretical average value on CASSS-A on ($\mu=48,26$) and male ($\mu=49,48$); female ($\mu=47,48$).
- Based on major, results shows theoretical average value on CASSS-A on ($\mu=48$) and natural science ($\mu= 48,66$) Social science ($\mu=47,52$)

Table 2. Description of peer support by ESSA.

Aspect		Number of respondent	Percentage (%)	Mean ESSA	SD ESSA
Grade	10	18	30	42,22	8,69
	11	18	30	50	9,08
	12	24	40	42,83	6,89
	total	60	100	45,40	8,58
Sex	Male	30	50	44,36	9,62
	Female	30	50	46,43	7,41
	Total	60	100	45,40	8,58
Major	Natural science	39	65	45,06	8,74
	Social Science	21	35	46,00	8,44
	Total	60	100	45,40	8,58

ESSA=Educational Stress Scale for Adolescents; Mean= average value; SD= Standard deviation;

- Based on grade, results shows theoretical average value of CASSS-A on ($\mu=45,40$) and 10 ($\mu=42,83$); 11 ($\mu=50$); 12 ($\mu=42,83$).
- Based on sex, results shows theoretical average value on CASSS-A on ($\mu=45,40$) and male ($\mu=46,40$); female ($\mu=44,36$).
- Based on major, results shows theoretical average value on CASSS-A on ($\mu=48$) and natural science ($\mu= 48,66$) Social science ($\mu=47,52$)

Table 3. level of peer support by CASSS-A.

	Frequency	Percent	Valid percent	Cumulative percent
High	11	18,3	18,3	18,3
Moderate	38	63	63	81,7
Low	11	18,3	18,3	18,3
Total	60	100	100	

Based on the results of frequency analysis shows 11 respondent received high level of social support (peer support); 38 respondent on moderate level; 11 respondent on low level.

Table 4. level of academic stress by ESSA.

	Frequency	Percent	Valid percent	Cumulative percent
High	12	20	20	20,0
Moderate	39	65	65	85
Low	9	15	15	100
Total	60	100	100	

Based on the results of frequency analysis shows 12 respondent is experienced high level of academic stress;39 respondent on moderate level; 9 respondent on low level.

Result 2 – Inferential Analysis Results Peer Support (Child and Adolescents Social Support Scale-Academic)

Researcher used a simple regression method to evaluate the effect of variables (X) peer support to variable (Y) academic stress. The following are the results obtained.

Table 5. Inferential Analysis peer support (X) to academic stress.

ESSA	R	R ²	Adjusted R ²	B*	B**	t	Sig.
Model	.009 ^a	.000	-.017				
Summary (constant)				45,042		8.097	.000
CASSS-A				.007	.009	.066	.948

ESSA= Educational Stress Scale for Adolescents; CASSS-A= Child and Adolescents Social Support Scale-Academic

Results on table 5 about analysis of the correlation coefficient between peer support to students' academic stress demonstrates the value of significant $p=.948$ ($p>0,05$) means hypothesis alternative (H_a) is rejected and hypothesis null (H_0) is accepted. Based on r value show very low contribution of peer support to students' academic stress, .009 or 0,9%. $Y_{\text{prim}} = 45.042 + 0,007 + e$.

Discussion

This results totally different from early research done by Nokawoska (2014) and Wang & Yeh (on Santrock, 2007) that identified peer support (or friends support) could be another source of social support out of parents that help adolescents cope with academic stress. This results surprisingly different from early research done by Nokawoska (2014) and Wang & Yeh (on Santrock, 2007) that identified peer support (or friends support) could be another source of social support out of parents that help adolescents cope with academic stress. This is antithesis results surprisingly happened on boarding school with a house system that predicted to be an ideal atmosphere for social support to be built. More detail Sullivan (1953) and Piaget (1932) said that peer groups provide positive influence for adolescents and will mature adolescents personality while it is on line with house system boarding school concept that divided them into a small group that called by 'house'.

As the researcher tried to evaluate this result, self-efficacy found as a moderator variable that connecting peer support to students' ability to cope with academic stress. Krystle (2017) found self-efficacy as the main factor that having a direct influence on the level of academic stress. Furthermore, based on research done by Kaushal et. al (2019) divided two coping stress source ability. First, coping ability source that comes from adolescents itself through their self-efficacy and coping ability source that comes from external, which is social support. Krystle (2017) found adolescents with low self-efficacy tend to experience a high level of academic stress even though has high perceived social support level.

CONCLUSION

Based on data analysis, found that, alleged by researchers that there is an influence between peer support for academic stress is not proven; The

description of academic stress in SMAN Sumatera Selatan is 12 people students experience stress in the high range, 39 students in the medium range and 9 students in a low range; The description of peer support in SMAN Sumatera Selatan which is 11 students felt that they received peer support in the high range, 38 students in the medium range, and 11 students in the low range.

The findings suggest that there was no effect between peer support on academic stress in schools that implemented a house system in contrast to previous studies conducted in conventional boarding schools. This needs to be interesting to study further by including self-efficacy as a moderator variable. Also, the scope of social support needs to be expanded. The role of house parent is also ideal to be explored as a source of social support in place of parents

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