



Influence of Peer Groups to The Self-Esteem of Lampung and Javanese Students

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ARTICLE INFO

Article History:

Received 20.07.2017

Received in revised form
28.11.2017

Accepted 12.12.2017

Available online

01.01.2018

ABSTRACT

The importance of peer relationships among teenagers makes them form peer groups. Peer groups are children or adolescents with the same age or maturity level. Peer interactions of the same age play a unique role among adolescents. The purpose of this study is to see the effect of peer groups on the self-esteem of Lampung and Java students. The research method used ex-post facto research with 40 research students of Grade XI SMK Negeri Talangpadang Lampung Lesson Year 2016/2017 consisting of 20 students of Lampung tribe and 20 students of Java tribe. The instrument used is a questionnaire of peer groups and self-esteem questionnaires. Data analysis technique used is a parametric statistic with regression analysis. The results showed that there is a significant influence among peer groups on student self-esteem. Peer groups contributed 34.9% of students' self-esteem, while the remaining 65.1% were influenced by other factors.

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Keywords:

Peer Groups, Self-Esteem, Adolescence

1. Introduction

Adolescence is one of the most important periods in life in terms of self-esteem development (Santrick, 2007). According to Branden (1992), self-esteem is an evaluation made by the individual and maintained, it expresses an agreement or disagreement, and indicates the extent to which an individual believes that he is capable, important, successful, and worthy. In short, self-esteem is a self-assessment of the worthiness expressed in the individual's attitude toward him.

Self-esteem in adolescents is often associated with the search for identity by trying to find status as a stand-alone without the help of parents. The search for a positive identity will lead to the development of the potential that teenagers have in a better direction, whereas the search for negative identities is usually expressed by teenagers in behavioral forms, such as brawls, drug abuse, dating to declining achievement. The process of identity formation is closely related to how adolescents assess or evaluate themselves because

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<http://dx.doi.org/10.17220/ijpes.2018.01.003>

the development of self-esteem in a teenager will determine the success or failure in the future (Santrock, 2007).

Each adolescent has different self-esteem that can be divided into three parts, namely high self-esteem, moderate self-esteem and low self-esteem. According to Rosenberg (Burn, 1993) individuals who have high self-esteem will be able to respect and consider themselves as useful individuals, otherwise, individuals who have low self-esteem cannot accept himself and assume that he is useless and has many shortcomings. Every teenager should have a high self-esteem in order to understand the advantages and disadvantages that exist in him.

Teenagers who have high self-esteem will generate confidence, a sense of self-worth, a sense of usefulness and a sense that his presence is needed in this world. In addition, adolescents also have the confidence to achieve the achievement that he and others expect. That confidence will motivate the teenager to really achieve what she desires. Conversely, adolescents with low self-esteem are more likely to behave negatively because self-esteem can affect one's behavior (Clemes & Clark, 2012), so in school indirectly students will face problems because of negative behavior due to low self-esteem.

The desire to be accepted and afraid of being ostracized makes students try to be the same as their school friends. Robins, Hendin, & Trzesniewski (2001) this drive not only comes from within the individual itself but comes in the form of group pressures or other group members. This pressure is then called the peer pressure.

A person who is in peer pressure will tend to conform, judge, believe, or act according to his or her group's judgments, beliefs or actions (Robins, Hendin, & Trzesniewski, 2001). While Rosenberg (1979) states that the motive of self-esteem is the strongest motive in human behavior, where if a person gets pressure in the group will get emotional satisfaction will identify differently from others.

During adolescence, the formation of groups of friends based on the context of development is normal. The tendency to form such a group begins in childhood. So comes the Group of playmates, schoolmates, scout friends, who are the natural tendency of adolescents to form group attachments that provide a social release. Peers are children or adolescents with the same age or maturity level. Usually, in the school environment, adolescents form groups commonly called friendship.

In the friendship that exists among teenagers, there is support as a sign of concern for each other. In the world of psychology, peer support is called peer group support. Mead, Hilton, & Curtis (2001) define peer group support as a system of giving and receiving assistance with respect, collective responsibility, and mutual agreement through support, friendship, empathy, sharing, and mutual assistance.

While Repper & Carter (2011) argue that peer group support is defined as emotional social support, instrumental support, and sharing in any condition to bring about desired social or personal change. So it can be concluded, that peer group support is a type of social support that combines information, assessment (feedback) and emotional assistance.

The adolescent stage involves a process that reaches an important period in one's life. Adolescence presents many challenges, because of the many changes that must be faced from the physical, psychological, biological, and social changes. Important change processes will occur in adolescents if these changes are able to be adaptive and successful.

Many think that the teenage phase has a valuable meaning in life. But there are also who feel adolescence as an age that causes fear and various problems. Teenagers are regarded as children who are neither tidy nor trustworthy and tend to damage, also behave destructively. Yet many teenagers managed to overcome the stereotype of the teenager. They make obstacles and failures in the teenage phase as opportunities and challenges to rise to success.

In an effort to strengthen each other, adolescents need the support and help of others, generally, they form peer groups to share together, and ultimately successfully carry out developmental tasks naturally. The importance of peer relationships among teenagers makes them form peer groups. Peer interactions of the same age play a unique role among adolescents. From peer groups, Teens learn about whether what they do is better, as good as, or even worse than what other teenagers do. Peer influence can be positive and negative.

Various tribes exist in Indonesia as one form of wealth from Indonesian culture. Javanese tribe is the largest tribe in Indonesia. Based on the research of Wijayanti and Nurwianti (2010), 10 characteristics of Javanese tribe are grateful, kindness, demography, justice, integrity, perseverance, religion, hope, openness of thought, and humility. The Javanese are famous for their lively passions. The Javanese felt themselves not the communion of individuals, but a unified form of "one for all and all for one" (Herusatoto, 2008).

While the Lampung tribe has a life philosophy 'Piil Pesinggiri' commonly called Piil. Hadikusuma (1990) states that the character of the people of Lampung has a 'piil pesinggiri', which is a big soul, has a sense of shame, and self-respect. The philosophy of life 'Piil Peseggiri' contains values, moral teachings, and ethics which are an open identity and can answer the challenges of foreign culture in the process of social and cultural transformation (Nurdin, 2009).

The background of the student's tribe will affect the student's perspective on self and the other's judgment on the student which will then affect the student's interaction within her peer group. This diversity of cultures, tribes, and worldviews is a unique characteristic possessed by each individual. Therefore, the author tries to examine the influence of peer groups on the self-esteem of Lampung and Java students.

2. Methods

The research method used in this study is *ex-post facto*, the researcher tries to take effect from the dependent variable and examine it retrospectively (based on the past) to build the cause, relationship, association, or meaning (Cohen, Manion & Morrison, 2007). In an *ex-post facto* study the researcher cannot manipulate the variables, the researcher simply describes what happens to the independent variables and seeks information about the cause and effect relationships of events.

Population in this study all students of class XI SMK Negeri Talangpadang Lampung Lesson Year 2016/2017 which amounted to 103 people. The reason for consideration in population selection is that the class XI students are in the adolescent age range, ranging from 15-17 years which is a period of developmental transition between childhood and adulthood, involving biological, cognitive, and socio- emotional; and have a tendency to seek self-identity, according to the respondents required in the study.

Determination of the sample adjusted to the existence of the problem and the type of data to be collected, so that the samples in this study are 40 students of class XI SMK Negeri Talangpadang Lampung Lesson 2016/2017 which consist of 20 students of Lampung tribe and 20 students of the tribe of Java. The authors took samples randomly so that the population had the same opportunity to be a research sample. While the number of 40 students from 103 existing students is considered to be quite representative of the population. The instrument used is a questionnaire about peer groups and self-esteem developed from the operational definition of variables. Peer group questionnaires and self-esteem questionnaires use the Likert model rating scale to measure the attitudes, opinions, and perceptions of a person or group of people on a question in question. The data needed in this study is about the influence of peer groups on students' self-esteem in school. Data analysis technique used is with regression analysis.

3. Results

The results of the analysis test of the research conducted by regression analysis obtained data as follows:

Table 1. Regression Analysis to See the Peer Group Influence on Student Self-Esteem

	Model	Sum of Squares	df	Mean Square	F	p
1	Regression	6182.020	1	6182.020	59.329	.000 ^a
	Residual	3959.580	38	104.199		
	Total	10141.600	39			

From Table 1 above can be seen that the value of F arithmetic is 59.329 while the value of F table can be obtained by using table F with degrees of freedom (df) Residual is 38 as df denominator and df Regression (treatment) is 1 as df numerator with significance level of 0.05, so that the value of F table is 4.10. Because F arithmetic (59.329) > F table (4.10) it can be concluded that peer group (peer group) have a significant effect on student self-esteem. In other ways, based on the Table when viewed from the value of Sig. 0,000 by following the sig level. 0.05 as the cut off value of the significance value (Sig. 0,000 <0.05). This means that if the value of probability (significance) below 0.05 then the independent variable (peer group) has a significant effect on the dependent variable (student self-esteem).

Meanwhile, to see how big the contribution of a peer group (peer group) to students' self-esteem can be seen in Table 2, the following:

Table 2. Regression Analysis to See Contribution of Peer Group Contribution to Student Self-Esteem

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.187 ^a	.349	.299	10.208

From Table 2 above shows that the R square number of 0.349 means that peer group influence or contribute 34,9% to student's self-esteem. While 65.1% influenced by other factors.

To see the difference in the self-esteem of Lampung tribe students with Javanese peoples in terms of peer groups described in Table 3, the following:

Table 3. Differences in Self-Esteem of Lampung Tribe with Javanese Tribe from Peer Group

	Self-esteem	N	Mean	Std. Deviation	F	Sig.
Peer Group	Lampung tribe	20	201.45	13.383	.223	.639
	Jawa tribe	20	196.35	18.466		

Based on Table 3 it can be seen that the value of Sig. 0,659 > 0,05, it can be concluded that there is no difference between students' self-esteem of Lampung tribe with Javanese students seen from peer group, although there is difference between the value of self-esteem of Lampung tribe ($\bar{x} = 201,45$) with the average self-esteem of the Javanese ($\bar{x} = 196,35$) is 5.10, but the value is not significant enough to affect the difference between the two.

4. Discussion

The results showed that there is a significant influence among peer groups on student self-esteem. Peer groups contributed 34.9% of students' self-esteem, while the remaining 65.1% were influenced by other factors. Positive peer groups provide opportunities for youth to help others and encourage youth to develop networks to give each other positive encouragement. Interactions among peers can be used to shape meaning and perceptions as well as new solutions. A positive peer culture provides an opportunity for adolescents to test the effectiveness of their communication, behavior, perceptions, and values. A positive peer culture helps teenagers understand that he is not alone in facing challenges.

This study is in line with the results of research conducted by Wardhani (2014) which shows that there is an influence of peer group against self-esteem of adolescent class X Madrasah Aliyah Negeri Pakem Sleman Yogyakarta. However, the results of this study differ from research conducted by Kristiani (1994) which shows there is a negative relationship between self-esteem with attitudes toward the development of intimate relationships and learning achievement.

One of the reasons a teenager joins a peer group by finding out who he is. Erikson (1956) explains that the identity of teenagers seeking an attempt to explain who he is, what his role in society, whether to be a parent, whether to be self-confident even if the background of race, ethnicity or religion make some people patronize it. Furthermore, Erikson (1956) also explained that the search for this identity affects adolescent behavior. "In seeking new feelings of sustainability and equality, teenagers must fight for the struggles of

past years, although to do so teenagers must artificially appoint the kind-hearted people as enemies; and teenagers are always ready to put the teen idol as a mentor in achieving final identity. The identification that occurs in the form of ego identity is more than just the sum of childhood identification. "

This opinion is reinforced by the results of research conducted by Nurjanah (2010) which states that self-esteem is a very strong basic human need that makes an important contribution to the life process that is necessary for normal and healthy development so as to have value for survival. Lack of self-esteem will inhibit the psychological growth of individuals because high self-esteem plays a role in exercising the influence of the immune system of concepts (consciousness immune system) that can provide resistance, strength, and capacity for regeneration. When the individual experiences low self-esteem, his self-resilience in the face of life's misery diminishes, becomes destroyed, before conquering his precious feelings, tends to avoid pain.

According to Coopersmith, (1967) when the teen gets rejected or unnoticed by his peers he will feel lonely and arise hostility so that the teenager has a low sense of self-esteem and have less learning achievement. This happens also in adolescents who are familiar with peers but in a group that gives a negative influence than the teenager becomes lazy, smoking, drinking alcohol, fighting, ditching, violating school rules and others that can make self-esteem teenagers it becomes progressively lower and affects lesser learning achievement (Hurlock, 1994).

This opinion is reinforced by the results of Ristianti research (2010) which shows that peer social interactions affect the behaviors displayed, aggressive friends or who do not directly or indirectly affect the psyche and behavior of adolescents, so that what is displayed from friends and how friends treat it as well as peer ratings about him will be used as a reference to socialize with the environment.

Adolescence has intensive contact with peers (Santrock, 2007). Teenagers interact with each other, ordinary teens trying to become members of a group. The strong influence of peer groups during adolescence comes partly from the desire of adolescents to be accepted by the group and partly from the fact that teenagers spend more time with peers. The search for identity to explain who he is and his role in society cause many teenagers to be out of the house with peers.

Peer groups make students feel safe because with a group of peers make students have high self-esteem. This makes students more secure and not bullied by their friends, because of the results of research Mujiyati (2015), students who have high self-esteem levels tend not to be victims of bullying from friends who feel more senior and strong. Self-esteem is fundamental to students because it reflects a passion for strength, achievement, precision, competence, self-belief in the world, independence and freedom. Self-esteem is based on real competence and not just the opinions of others (Adiputra, 2015).

Peer groups become a means as well as a goal in their quest for identity (Erikson, 1956). No wonder if many cases of adolescent behavior caused by the bad influence of this peer group. Basically, it is not easy for teenagers to bind themselves to a group because a group has demands that every teenager wants to join. Teenagers always want the harmonization and emotional support in making friendships and will be easier

in conformity, following the prevailing norms in the group, although there is no direct coercion for it. Teenagers will equate the behavior, hobbies, lifestyle, appearance so as not to be different from his colleagues and can be accepted as part of his group. Teens who become members of a deviant group like a punk will also follow the norms that prevail in the group and will equalize his behavior. If a motorcycle gang engages in aggressive action or behavior, then its members will also equate its behavior with the prevailing norms.

5. Conclusion

Based on research results, it can be concluded that peer group have a significant effect on student self-esteem. Because in high school or vocational students desperately need the support of peer groups. With support, mutual understanding, mutual encouragement in everything that he gets from his peers as well as a positive influence both of behavior, and the way of thinking is good then adolescents have a high sense of self-esteem that teenagers are highly accepted, valued, and acknowledged in the environment of peers, so the more spirited the spirit because it gets support and good influence. Conversely, if the teen gets rejected or not noticed by peers he will feel lonely and arise feelings of hostility so that the teenager has a sense of low self-esteem and have less learning achievement. In addition, peer groups also contributed 34.9% of students' self-esteem. While the remaining 65.1% influenced by other factors, such as family factors, social status, economic status, personal factors (internal), and so forth.

Acknowledgement

The writers would like to express their gratitude to the Indonesian government especially the Indonesian Directorate General of Higher Education (DIKTI), Indonesia Endowment Fund for Education (LPDP) in funding this research and Indonesia University of Education (UPI) for permitting them to conduct a development research in education field.

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