

Understanding school climate: the influence of peer social interactions on student resilience

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Abstract: Resilience is an essential factor in individual self-development. Resilience is a distinguishing aspect of individuals facing life events that they experience as part of adaptation. This study aims to determine the relationship between peer social interaction and student resilience. The approach used is a quantitative method with a correlational design. The instruments used are peer social interaction and resilience instruments developed and tested to produce valid and reliable measurements. Data collection uses peer social interaction instruments and resilience instruments. The respondents of the study were 195 students in grades VII, VIII, and IX of Junior High School Muhammadiyah 9 Yogyakarta. Data analysis used simple regression techniques using SPSS (Statistical Package for Social Science) version 16. The results of the hypothesis test indicate that peer social interaction has a significant positive relationship with resilience. Peer social interaction has an influence. Other variables outside of peer social interaction affect the remaining 69.6%. The novelty of this study lies in its specific focus on the context of secondary schools, especially in the Muhammadiyah school environment, which has unique cultural and social dynamics that may influence the relationship between peer interaction and resilience. **Keywords:** Resiliensi; social interaction; school climate

Introduction

Resilience is an essential factor in individual self-development. Resilience is a distinguishing aspect of individuals facing life events that they experience as part of adaptation. Resilience is also a necessary factor in individual self-growth. It determines whether a person can grow according to their complete personal character (or maturity) or whether an individual is hampered from reaching that maturity phase (Masten & Cicchetti, 2016). A person's maturity is not determined by age but by the level of endurance in passing from one problem stage to another, supported by the individual's level of resilience. In schools, resilience is a non-cognitive supporting aspect important in determining student success (van Wyk et al., 2022).

Resilience influences and is influenced by other social-emotional aspects. Students with a low level of resilience tend to be easily influenced by external factors outside themselves. Stress affects resilience (Jeong & Shin, 2023). When in a negative situation, resilience becomes a tool for individuals to manage their emotions to impact their social attitudes in dealing with the environment. Stress triggers at school can affect students, starting with academic problems, such as many assignments (Vatterott, 2018), to non-academic issues, such as social relations within the school environment. Specifically, I am referring to classmates who have direct contact with students during the learning process at school.

Self-resilience for students at school is a particular domain for guidance and counseling teachers or school counselors. In contrast to subject teachers who focus on the cognitive aspects of students according to their respective scientific disciplines, guidance and counseling teachers or counselors in schools focus on non-cognitive aspects, namely social and emotional (Yusuf & Nurihsan, 2006). Social and emotional aspects influence good performance in school, a more successful individual career, and better physical and mental health (Jones et al., 2017). Resilience is part of this social-emotional aspect (Demircioğlu, 2017), whose development needs to be supported by guidance and counseling teachers or counselors. The existence of support from guidance and counseling teachers or counselors for students' resilience influences their self-esteem in participating in the learning process at school. If resilience is high, self-esteem is also high (Aliyev & Gengec, 2019). However, resilience remains a significant

challenge for many adolescents, as they face increasing pressures from academic demands, peer relationships, and family expectations. Studies show that adolescents with low resilience are more susceptible to experiencing stress, anxiety, and difficulty adapting to school challenges. For instance, many students struggle to recover after receiving poor grades, leading to a decrease in self-confidence and participation in learning activities. This highlights the critical role of school counselors in identifying and addressing these issues early to ensure students develop the resilience needed for their personal and academic success.

To clarify the extent to which resilience issues occur among adolescents, it is important to understand that adolescents face various challenges that test their ability to overcome difficulties. These challenges include academic pressure, conflicts in social relationships, hormonal changes, and expectations from family and social environments. Research indicates that adolescents with low levels of resilience are more vulnerable to mental health issues such as stress, anxiety, and depression (Masten & Cicchetti, 2016). Additionally, they may struggle with managing emotions, dealing with conflicts, or maintaining motivation in their studies. In contrast, adolescents with high levels of resilience are better equipped to overcome obstacles, maintain positive social relationships, and hold an optimistic outlook on the future. The importance of focusing on resilience becomes increasingly crucial, given that adolescence is a transitional period full of challenges, during which individuals begin to build their identity and explore their potential. In the school context, low resilience can lead to decreased self-confidence, lack of participation in the learning process, and difficulty achieving academic success. Therefore, strengthening resilience through guidance and counseling is essential to support adolescents' holistic development.

Previous research shows several factors that influence student resilience. One of them is the internal aspect of the student. Students who focus on internal elements as an internal locus of control have a high level of resilience and tend to be better at overcoming academic challenges (Arsini & Rusmana, 2023). For example, a student who failed a math test but believed they could improve by studying harder and seeking help from their teacher successfully raised their score on the next test. Apart from that, gender also influences the level of resilience. Female students tend to have a better resilience level than male students. For instance, during a group project, a female student might take the initiative to mediate conflicts and ensure the team stays focused despite challenges, whereas some male peers might struggle more with emotional regulation in similar situations. Intelligence quotient or IQ also contributes to the level of resilience. Students with higher IQs may find it easier to develop problem-solving strategies when facing complex academic problems. For example, a high-IQ student who is struggling with a difficult subject might develop a detailed study plan or utilize various resources to master the material.

Previous research has recommended teacher assistance to develop student resilience during learning to achieve better academic achievement (Arsini & Rusmana, 2023). For instance, a teacher who notices a student struggling with frequent failures in class might implement a mentoring program, helping the student to set achievable goals and celebrate small successes. Social support from peers influences students' academic resilience (Yendi et al., 2023). For example, a student who experiences failure in sports might regain confidence and perform better academically when peers encourage and support them emotionally. Apart from social support, social skills also influence student resilience at school (Utomo et al., 2022). A student with strong social skills, such as effective communication and empathy, might handle peer conflicts or academic pressure more effectively. Furthermore, socially just leadership also affects student resilience (Koçak, 2021). For instance, a principal who ensures equitable access to resources for all students fosters an environment where students from disadvantaged backgrounds feel empowered to thrive. Fundamental social aspects in peer social interactions

must be studied to see their influence on student resilience, as peer dynamics play a crucial role in shaping students' ability to bounce back from challenges.

This research aims to analyze the factors that influence student resilience in schools as a basis for understanding school climate that can support student resilience. Social-emotional experiences at school involve the roles of teachers and peers (Valiente et al., 2020). While previous studies have extensively examined the role of school climate in general terms, there remains limited research specifically addressing how guidance and counseling teachers or school counselors can actively contribute to fostering resilience through tailored interventions and collaborative efforts within the school environment (Ungar, 2011). This study seeks to address this gap by focusing on the implications for guidance and counseling teachers or counselors in schools. The focus of the study is also on social aspects, especially aspects of peer social interaction, which are directly related to students' daily lives. By knowing the influence of peer social interaction on students' level of resilience, guidance, and counseling, teachers or counselors at schools can seek guidance to support this level of resilience. For this reason, this research aims to analyze how much influence peer social interaction has on student resilience.

Method

This research is descriptive with a correlational design, employing a quantitative approach to present data in numerical form through statistical analysis. The variables studied are peer social interaction and resilience, measured using instruments with indicators comprising four items: two positive and two negative statements. Data analysis was conducted using Microsoft Excel and SPSS version 16, applying simple linear regression to determine the relationship between peer social interaction and resilience. The instrument was tested on 30 respondents, SMP Muhammadiyah 9 Yogyakarta students. Instrument testing was carried out to determine the level of validity and reliability of the instrument.

Results and Discussion

The results of this study indicate that there is a significant positive relationship between social interaction with peers and student resilience. From the regression analysis, it is known that social interaction with peers contributes 30.4% to student resilience, while the rest, which is 69.6%, is influenced by other variables outside of social interaction with peers. These results emphasize the importance of strengthening positive social interactions in the school environment to support the development of student resilience.

The results of data analysis for the variables of peer social interaction and resilience show the frequency distribution of each variable. Data on the frequency of peer social interaction variables is shown in the table below.

Table 1. Frequency Distribution of Peer Social Interaction Variables

Category	Score Interval	Frequency	%
High	102-136	137	70,26%
Medium	69-101	58	29,74%
Low	34-68	0	0%
		195	100%

The table above shows that out of 195 students in classes VII, VIII, and IX of SMP Muhammadiyah 9 Yogyakarta, 70.26% or 137 students have social interactions with peers in the high category. 29.74% or 58 students were in the medium category. There are no students

in the low category. These results indicate that most SMP Muhammadiyah 9 Yogyakarta students have social interactions with peers in the high category. The frequency distribution of the resilience variable is shown in the table below.

Table 2. Frequency Distribution of Resilience Variables

Category	Score Interval	Frequency	%
High	102-136	110	56,40%
Medium	69-101	85	43,60%
Low	34-68	0	0%
		195	195

The table above shows that 56.40% of 110 students have resilience in the high category. 43.60% or 85 students are in the medium category. There are no students in the low category. These results indicate that most students at SMP Muhammadiyah 9 Yogyakarta have resilience in the high category.

The results of simple regression analysis hypothesis testing show that peer social interaction obtained a coefficient value of 0.552 with a significance value of $0.000 \leq \alpha = 0.05$. These results indicate that peer social interaction has a significant positive relationship with resilience. The calculation results of the coefficient of determination show a value (R^2) of 0.304 or 30.4%. This means that peer social interaction influences resilience by 30.4%, while other variables outside peer social interaction influence the remaining 69.6%. The results of the hypothesis test are listed in the following table.

Table 3. Hypothesis Test Results

		Peer Social Interaction	Resilience
Peer Social Interaction	Pearson Correlation	1	.552**
	Sig. (2-tailed)		.000
	N	195	195
Resilience	Pearson Correlation	.552**	1
	Sig. (2-tailed)	.000	
	N	195	195

Based on the research results, most students at SMP Muhammadiyah 9 Yogyakarta have peer social interactions in the high category, 70.26% (137 students), and 29.74% (58 students) in the medium category. This shows that peer social interaction among students at SMP Muhammadiyah 9 Yogyakarta is in the high category. Students with good social interaction skills will be readily accepted by their peers. On the other hand, students with inadequate social interaction skills will experience difficulties establishing relationships with their friends. If this happens, students will feel inferior, isolated, depressed, quiet, and ultimately reluctant to join the environment. It can even cause depression (Santini et al., 2015) and other diseases such as dementia (Kuiper et al., 2015). In essence, students' inability to develop social interaction skills with peers can make it difficult for students to face unpleasant

conditions and affect their' resilience abilities. This negative tendency is not visible in SMP Muhammadiyah 9 Yogyakarta students in grades VII, VIII, and IX.

Based on the analysis of the resilience variable, it is known that most students have resilience abilities in the high category, namely 56.40% (110 students) and 43.60% (85 students) in the medium category. These results indicate that students' resilience at SMP Muhammadiyah 9 Yogyakarta is in the high category. Individuals with good resilience can be seen through their ability to regulate emotions and control negative impulses. Students who are optimistic, able to empathize, have solid hopes and beliefs to rise, have good self-efficacy, and improve their lives (MacLeod et al., 2016). With good resilience, students will avoid unpleasant situations. Students with good resilience may be influenced by solid beliefs or optimistic attitudes to face difficult situations. If students' beliefs and favorable attitudes are uncertain, they can make their performance worse. unstable, whereas achieving good resilience requires confidence and a high level of optimism. If students' confidence and optimistic attitudes are low, the chances of failure and disappointment will be higher.

Based on the research hypothesis test, it was stated that peer social interaction had a positive and significant relationship to resilience in Muhammadiyah 9 Yogyakarta Middle School students with a coefficient value of 0.456 and a significance of $0.000 \leq \alpha = 0.05$. The form of relationship that occurs is positive, which means that students with high peer social interaction will be happy to make friends, willing to work together, able to face unpleasant situations, or resilient. Meanwhile, students with low social interaction tend to withdraw from the environment and are less able to face difficult situations or be resilient (Stout-Rostron and Taylor 2020; Brewer et al. 2019).

The research results show that peer social interaction is one-factor influencing resilience. Peer social interaction contributed 30.4% to resilience, while other factors outside peer social interaction contributed 69.6%. Creating good social relationships with the school environment, home environment, and community can influence students' ability to interact socially with their peers, including maintaining relationships, being willing to cooperate, and having high motivation to make friends (Yamamoto et al., 2023). Apart from that, students also have a more tolerant attitude of sympathy and empathy, do not emphasize their ego, can direct their behavior, and are not easily influenced by pressure that can damage relationships with their peers. This can affect how students can overcome various difficult conditions and avoid the setbacks they experience. In facing difficulties, students with good resilience tend to be able to solve the problems they face, have the determination to continue to rise even though difficulties and disappointments persist, and always try to improve themselves and increase their abilities in dealing with things that cannot be changed. This can encourage students to live a better life and reduce feelings of stress and depression (Hidayati et al., 2021).

Based on the research results, the implication for guidance and counseling is to encourage efforts to improve the quality of social relationships in schools, especially peer social interactions. To support the individual learning process at school, resilience is an essential factor that teachers must consider. Peer social interaction, as a primary thing experienced by students during the learning process at school, influences resilience. Guidance and counseling teachers in schools can develop guidance activities in groups to support students in developing social interactions with peers (Heliyanty, 2022), especially in the aspects of tolerance between friends, flexibility in making friends, showing enthusiasm and energy, being reasonable, having positive encouragement, and planning suitable activities and having exemplary achievements. (Nurdiana et al., 2020) stated that in group guidance, students can train themselves to express opinions, respect each other, and create group dynamics to develop social relationships with peers.

However, as this research explains, other factors also influence student resilience. Eccles & Roeser, (2015) said apart from schools and communities, political, social, cultural,

and historical factors influence the development of students' social and emotional aspects. From the perspective of school climate, these other factors, apart from peer social interaction, also include social relationships, values, and beliefs that exist at school, including students, teachers, and administrative staff (Rudasill et al., 2018). To increase student resilience, guidance and counseling teachers need to consider these other factors. These other factors become recommendations for further research to determine which factors influence student resilience most.

Conclusions and Suggestions

The results of the research show that there is an influence between peer social interaction and student resilience. The relationship that occurs between peer social interaction and student resilience is positive. Students with high peer social interaction show tolerance between friends, flexibility in making friends, enthusiasm and energy, behave naturally, have positive encouragement, design suitable activities, and have exemplary achievements. This contributes to resilience by being initiative, independent, insightful, having good relationships, and being fun, creative, and moral. Recommendations for further research are to compare the aspects that most influence student resilience.

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