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## THE RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND SUBJECTIVE WELFARE IN VIEW OF GENDER OF VOCATIONAL HIGH SCHOOL STUDENTS

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### Abstract

The purpose of this study was to determine the relationship between peer social support and subjective well-being in terms of the gender of SMK students in Tanjung Morawa. In this study using an explanatory quantitative approach. A sample of 192 based on random sampling technique. Using two psychological scales, namely the scale of subjective well-being and peer social support. In processing the data used normality test, linearity test, and hypothesis testing. The results showed that there was a significant relationship between peer social support and students' subjective well-being. The higher the peer social support, the higher the subjective well-being, and vice versa. There is no significant difference in subjective well-being between male and female students. This states that both male and female students have the same level of subjective well-being. It is hoped that the school can improve the subjective well-being of students by increasing the social support of students' peers, through entering the community they want, providing space to talk to friends, holding school vent events and other activities. Students are expected to be able to improve subjective well-being by: getting involved in school sharing events, communicating feelings and emotions in various situations such as feeling pleasant, having positive expectations in the learning process, entering the community they want. It is hoped that the school can improve the subjective well-being of students by increasing the social support of students' peers, through entering the community they want, providing space to talk to friends, holding school vent events and other activities. Students are expected to be able to improve subjective well-being by: getting involved in school sharing events, communicating feelings and emotions in various situations such as feeling pleasant, having positive expectations in the learning process, entering the community they want. It is hoped that the school can improve the subjective well-being of students by increasing the social support of students' peers, through entering the community they want, providing space to talk to friends, holding school vent events and other activities. Students are expected to be able to improve subjective well-being by: getting involved in school sharing events, communicating feelings and emotions in various situations such as feeling pleasant, having positive expectations in the learning process, entering the community they want.

**Keywords:** *Peer Social Support, Subjective Welfare, Gender*

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### 1. INTRODUCTION

Every individual expects subjective well-being in his life, as well as students, in the current era students are faced with situations full of challenges. Every student has hopes that he wants to achieve in order to fulfill his life satisfaction. Life satisfaction is a cognitive component of subjective well-being which refers to individual subjective feelings that life is going well and will affect student happiness. Being a student will certainly be fun, students can meet lots of new friends and get to know a new environment that will make them happy and have subjective well-

being. Having subjective well-being is every student's dream, but student welfare at school is a problem that educators rarely pay attention to. Therefore, by looking at the level of subjective well-being, each student's personal potential can be developed. However, in reality not all students experience a high level of subjective well-being in their lives, many students do not feel comfortable with their current state of life. This phenomenon is illustrated by the large amount of news in the mass media at this time that high school and vocational students have negative behavior in the form of suicide, depression, brawls and other actions that intersect with crime and the law. News of brawls and arrogant attitudes of SMA and SMK students in North Sumatra is increasingly widespread. In Medan, a student from Medan 9 State Vocational School was killed by a student from another school on Teacher's Day, as well as in Serdang Bedagai, 2 students were seriously injured.(Sinaga, 2022). Medan City's Central Statistics Agency (BPS) throughout 2021 there were 15 villages/sub-districts in North Sumatra that became arenas for mass fights between students. This location is the province with the location of the student brawl case

Data on negative behavior in the form of truancy was obtained based on data from Mr. RH as one of the guidance and counseling teachers in Tanjung Morawa who was caught by the Tanjung Morawa Police, namely several high school (SMA) and Vocational High School (SMK) students in Tanjung Morawa who were caught red-handed by officers. Tanjung Morawa Police who were playing truant. Vocational school students were caught while gathering together in stalls or cafes around Tanjung Morawa before school hours ended. There were 18 students caught in the raid, 5 students from Harapan Bangsa Vocational School and 13 other students from different schools, both state and local. Based on data and observations made by researchers in the field and also from the results of interviews with guidance counseling (BK) teachers at schools conducted on June 10, 2022, it shows that the subjective well-being of Harapan Bangsa Tanjung Morawa Vocational High School students is relatively low. According to the counseling guidance (BK) teacher, there is a phenomenon of negative behavior that occurs at school, namely the number of absences without explanation of as many as eighteen students per week which is caused by some students being required to work late into the night due to the low economy.

12 students per week skip school, this student truancy behavior is due to an invitation from classmates, both male and female, to gather together at cafes and other places to eat, and there are some children who are often alone in class because they do not have friends because they feel inferior with classmates who have gangs beyond the student's self-control. Then there was the case of the arrest of 14 students who were raided by the Tanjung Morawa police when they wanted to hold a meeting of pornographic IT groups, and there was a motorcycle gang which resulted in Harapan Bangsa Vocational High School students carrying out wild races which eventually led to fights between Vocational students caused by incitement among peers. This research is supported by previous research(Rohman & Fauziah, 2016)explained that 5.7% of students felt low subjective well-being at SMA Kesatrian 1 Semarang. A person in life will always feel pressure, even at school, students are faced with various obstacles, one of which is related to academics. Subsequent research conducted by(Putra & Sukmawati, 2020)shows that individuals who experience high subjective well-being will experience life satisfaction and feel joy more often than they experience less pleasant emotions. On the other hand, if an individual feels negative emotions more often, such as anger or feeling easily stressed and lacks positive feelings and feels less happy, it can be said that the individual has low subjective well-being.

According to Diener quoted by(Putra & Sukmawati, 2020)Subjective well-being is influenced by several factors, including genetic factors, personality, gender factors, social relations, social support, society or culture, cognitive processes and goals. One of the factors that influence subjective well-being is social support(Ginting, 2015). Everyone needs social support from others to obtain happiness and meaning and prosperity in his life(Hamidah & Wrastari, 2012). Social support can influence students' social emotional development, as well as contribute to increasing students' subjective well-being. Social support helps students adjust themselves, carry out social roles such as fostering relationships with friends, achieving emotional independence from parents

and other adults, reducing emotional stress, so that they can change moods in a more positive direction, to be able to improve subjective well-being (Princess, 2016). Social support received by individuals from the environment in the form of enthusiasm, attention, appreciation, assistance and affection will make students think that they are loved, cared for, and valued by others. (Ginting, 2015). Student life is never separated from peers. Students interact more with their peers, peers are very important people in a student's life. Students have a very strong need to be liked and accepted by their peers or group. Peers play an important role in a student's life. Individuals who receive peer support will feel accepted and appreciated positively (Sanrock, 2018).

Students adapt more to peer standards and also perceive peers as something that is able to provide the world for young people to carry out their social development, the values that apply are not values set from adults but from their friends. . The character of students is very unstable, sometimes they act without thinking clearly and emotions always arise so that every action without thinking has consequences. Therefore, when students face problems, students will look for their peers to get support from their peers, this is because students spend more time with their peers. Students will also feel more comfortable and more open to their peers because the problems they face are not much different (Ginting, 2015). The expected peers are friends who can provide motivation, listen to complaints, provide necessary information, be invited to discuss and exchange ideas, then these students will feel more comfortable, feel cared for, and feel like they have a place for the various complaints they experience so that they can develop good problem solving, especially for the process of solving problems that occur.

Individuals will tend to develop a positive attitude towards themselves, accept and respect themselves more, and can realize the potential that exists within themselves so that individuals can achieve subjective well-being. From the dimension of relationships with peers, the more satisfied students feel with their friendship relationships at school, the higher their subjective well-being at school (Wijayanti & Sulistiobudi, 2018). Students who feel satisfied with their friendships are shown to have good social relationships, feel appreciated, are invited to be friends, and provide mutual support. Having relationships with peers makes students feel comfortable and feel supported. Interaction with peers is an important component in student development. In his life at school, a student has peers, both male and female. Diener deep (Putra & Sukmawati, 2020), gender is also a factor influencing subjective well-being, women express more negative effects and depression than men, and seek more therapeutic assistance to express the same level of global happiness. Based on Carr's research results in (Mahardika, 2014) women had higher levels of negative affect and higher levels of depression compared with men. This is reinforced by the results of a survey from the Global Schoola-Based Student Health Survey in Indonesia in 2015 which found that one in 20 students had felt suicidal. 5.9 percent of female students and 3.4 percent of male students.

(Pérez, 2017) states that women tend to have a higher level of subjective well-being than men. This happens because women more often show feelings of happiness compared to men who more often hide their feelings. However, research conducted by (Rizki et al., n.d.) stated that there were differences in depression levels between male and female students, where female students showed higher levels of depression than male students. Diener deep (Putra & Sukmawati, 2020) states that in general there are no significant differences in subjective well-being between men and women. So it can be seen that gender is still not clearly known about its relationship with subjective well-being, because in general women are found to have better subjective well-being, but women also have higher indications of depression. Based on this, the purpose of this study was to find out (1) the relationship of peer social support in terms of gender of SMK students, )2) the relationship of subjective well-being in terms of gender of SMK students, (3) the relationship of peer social support and subjective well-being in terms of gender of SMK students in Tanjung Morawa.

**2. RESEARCH METHOD**

This type of research uses a survey approach, the identification of research variables consists of vThe dependent variable is the student's gender (Y) while the independent variable is peer social support (X1) and subjective well-being (X2). Operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by the researcher to be studied and then conclusions drawn(Sugiyono, 2017). In this study, 192 samples were taken based on random sampling techniques from a total population of 641 students. The data collection method is obtained through a scale instrument. According to(Azwar, 2013)a psychological scale is a measurement tool that measures aspects or attributes of a psychological sample through behavioral indicators translated into question items or statements. The data needed in this study were obtained through three kinds of scale instruments, namely student gender, peer social support and subjective well-being.

**3. RESULTS AND DISCUSSION**

**3.1. Research Results**

The distribution normality test is carried out to prove that the distribution of research data which is the center of attention is distributed based on the principle of a normal curve. The distribution normality test was analyzed using the Kolmogorov-Smirnov test. Based on this analysis, it is known that the variables of subjective well-being and social support from peers spread according to a normal distribution, that is, they are distributed according to the principle of a normal curve. As a criterion, if  $p > 0.05$ , then the distribution is declared normal. Conversely, if  $p < 0.05$ , then the distribution is not normal. The following table is a summary of the results of the distribution normality test calculations. From the results of the normality assumption test on the distribution of subjective welfare data, it is known that the data distribution is normally distributed. This is known from the Kolmogorov-Smirnov normality test coefficient of 0.057 with  $p = 0.200$  or  $p > 0.05$ . The results of the normality test calculation can be seen in the following table:

**Table 1. Results of subjective welfare normality test calculations**

	Tests of Normality Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
SUBJECTIVE WELL-BEING	,057	150	,200*	,987	150	173

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the results of the normality assumption test on peer data distribution, it is known that the data distribution is normally distributed. This is known from the Kolmogorov-Smirnov normality test coefficient of 0.056 with  $p = 0.200$  or  $p > 0.05$ . The results of the normality test calculation can be seen in the following table:

**Table 2. Results of normality test calculations for Peer Social Support**

	Tests of Normality Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
FRIENDS OF THE SAME AGE	,056	150	200*	,985	150	.108

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 3. Summary of the results of distribution normality test calculations**

No	Variable	KS	P	Information
1	Subjective well-being	0.057	0.200	Normal
2	Peer Social Support	0.056	0.200	Normal

### Linearity Test

The linearity test is intended to determine the degree of relationship between the independent variables and the dependent variable. This means whether peer social support has a relationship with subjective well-being. Visually, this can be explained by looking at the linearity line, namely the increase or decrease in the value of the Y axis (subjective well-being) along with the increase or decrease in the X axis (peer social support). Based on the linearity test, it can be seen whether the independent variable and dependent variable can or cannot be analyzed parametrically, in this case using multiple linear regression. The results of the analysis show that peer social support has a linear relationship to the dependent variable (subjective well-being). As a criterion, if the p difference is  $<0.05$ , then it is declared to have a degree of linear relationship. The relationship can be seen in the table below:

**Table 4. Relationship Linearity Test**

			ANOVA Table				
			Sum of Squares	df	MeanSquare	F	Sig.
SUBJECTIVE WELFARE * PEERS	Between Groups	(Combined)	42850.200	65	659,234	36,452	.000
		Linearity	41348.578	1	41348.578	2286357	.000
		Deviation from Linearity	1501622	64	23,463	1,297	.131
	Within Groups		1519.133	84	18085		
	Total		44369.333	149			

Source: Data is processed

From the results of the linearity test between peer variables and subjective well-being, it is known that there is a linear correlation between peer variables and subjective well-being. This is indicated by the linearity coefficient  $F = 2286.357$  with  $p < 0.05$ .

### Homogeneity Test

Based on the results of the group homogeneity test based on gender, it is known that both the male and female groups have homogeneous subjective welfare data. This is indicated by the Levene statistical coefficient of 0.280 with  $p = 0.597$  or  $p > 0.05$ .

Table 5. Homogeneity Test

		Test of Homogeneity of Variances			
		Levene Statistics	df1	df2	Sig.
SUBJECTIVE WELL-BEING	Based on Mean	.280	1	148	.597
	Based on Median	.279	1	148	.598
	Based on Median and with adjusted df	.279	1	146,806	.598
	Based on trimmed mean	.279	1	148	.598

**Hypothesis testing**

After conducting the research, the results of the two hypotheses were obtained as follows: the first hypothesis in this research is that there is a significant relationship between peer social support and students' subjective well-being. This is shown by the t coefficient of 45.009 with  $p < 0.05$ , thus it can be concluded that students' subjective well-being is greatly influenced by their interactions with peers. The higher the social support of a student's peers, the higher their subjective well-being, and vice versa, if the social support of a student's peers is low, their subjective well-being will also be low. The second hypothesis based on the results of Anava statistical analysis found that the second hypothesis was that there was no significant difference in subjective well-being between male and female students. This is shown by the difference coefficient F of 0.259 with  $p = 0.611$  or  $p > 0.05$ , thus it can be concluded that both male and female students have the same level of subjective well-being. The average subjective well-being of male students is 95.78 and the average subjective well-being of female students is 97.23. From the results of regression testing the coefficient of determination of the summary model in the table above, it can be seen that the coefficient of determination (R square) obtained in this study is 45,009. This means that 45.0% of subjective welfare variables can be explained by independent variables, namely peer social support, while the remaining 55.5% can be explained by other independent variables that are not included in this study.

**3.2. Discussion**

The aim of this research is to determine the relationship between peer social support and the subjective well-being of Harapan Bangsa Vocational School students. The research implementation process that was carried out at Harapan Bangsa Vocational School went smoothly according to the original plan. The research was carried out using quantitative research methods through a scale for data collection, then a test was carried out to give an overview of the research variables. Apart from that, this measurement aims to determine the accuracy of the research results with the hypothesis proposed by the researcher. Based on the results of testing research data that has been carried out by researchers, in the following, a discussion of the research results obtained from each variable will be presented, namely subjective well-being and peer social support.

**The Relationship between Peer Social Support and Students' Subjective Well-Being**

There is a significant relationship between peer social support and students' subjective well-being. This is shown by the t coefficient of 45,009 with  $p < 0.05$ , thus it can be concluded that the subjective well-being of students is greatly influenced by their interactions with peers. The higher the social support of the students' peers, the higher the subjective well-being, and vice versa if the social support of the students' peers is low, the subjective well-being too. in this study amounted to 45,009. This means that 45.0% of the subjective welfare variable can be explained by the independent variable, namely peer social support (X1). The results of this study are supported by the theory put forward by Diener that the level of subjective well-being is influenced by several

factors, one of which is peer social support. This is in accordance with the findings(Eni, 1967)that there is a relationship between peer social support and the subjective well-being of students in SM. More Cobb in(Sardi & Ayriza, 2020)says that having high social support means that individuals feel they are cared for and loved. Social support is important for students because if students do not have social support or friendship, this will lead to low psychological adjustment and increase the risk of psychological problems in adulthood.

Social support is help and support that a person gets from his interactions with other people, where this help can increase positive feelings and raise self-esteem so that it will have an impact on the individual's general well-being.(Maslih, 2018). Social support can also reduce negative behavior and emotions, as well as reduce stress levels(Ryff, 1989), so it is important to help individuals gain self-confidence so that the individual can face stressful situations. With social support from the surrounding environment, students become more resistant to stress and have more self-confidence in facing challenges, this then also has an impact on their life satisfaction . In the context of this study, the tendency of students to have high peer social support is caused by the respect and care given to students by peers to be able to enter the community they want, to provide space to talk to friends, to hold school vent events, to communicate feelings. and emotions in various situations such as pleasant feelings and other activities as well as providing opportunities for students to pour out their hearts, opportunities to speak and appreciation and concern from the students' peers which aim to increase social support among students' peers so that it can lead to high subjective well-being.

### **Differences in Subjective Well-Being Between Male and Female Students**

Based on the results of Anava statistical analysis, it was found that there was no significant difference in subjective well-being between male and female students. This is shown by the difference coefficient F of 0.259 with  $p = 0.611$  or  $p > 0.05$ , thus it can be concluded that both male and female students have the same level of subjective well-being. The mean subjective well-being of male students is 95.78 and the average subjective well-being of female students is 97.23. The results of this study are in accordance with the findings(Dan, 2014)that there are differences in subjective well-being between male and female students at SMA Negeri 12 Medan, but there are causes for subjective well-being that are different for the two sexes due to biological and psychological differences such as the start of puberty, a process that gives rise to sexual maturity and reproductive abilities; the occurrence of changes in the physical condition of VHS students that are different between males and females. When these differences interact with an organization's environment or situation they can lead to different results. Differences can be due to a comfortable life either from personal or family, good interpersonal relationships,

Furthermore(Putra & Sukmawati, 2020)said there was no significant difference in subjective well-being in terms of gender in Surabaya.(Habib, 2019)found that gender was not able to moderate online social support on the subjective well-being of high school students. A positive relationship was found in groups of men and women that low online social support is indicated by low subjective well-being or high online social support is indicated by high subjective well-being. The two groups have a positive direction of relationship so that gender cannot act as a moderator. This is in line with research(Ronen, T., Hamama, L., Rosenbaum, M., & Mishely-Yarlap, 2016)that men and women do not predict social support on subjective well-being. In the context of this study, there tends to be no difference in subjective well-being between male and female students because SMK students come from the same family background, namely middle to lower class families, parents who are busy working without paying attention to these students, there are the same tasks in school as well as the same rights and obligations both at school, home and in the environment of the SMK students, this causes no difference so that there is no difference in subjective well-being between male and female students.

#### 4. CONCLUSION

There is a significant relationship between peer social support and students' subjective well-being. This is shown by the t coefficient of 45,009 with  $p < 0.05$ , thus it can be concluded that the subjective well-being of students is greatly influenced by their interactions with peers. The higher the social support of students' peers, the higher the subjective well-being, and vice versa if the social support of students' peers is low, the subjective well-being is also low, so it is proven that there is a significant relationship between peer social support and subjective well-being in students. There is no significant difference in subjective well-being between male and female students. This is indicated by the difference coefficient F of 0.259 with  $p = 0.611$  or  $p > 0.05$ , Thus it can be concluded that both male and female students have the same level of subjective well-being. The average subjective well-being of male students is 95.78 and the average subjective well-being of female students is 97.23. The school can improve the subjective well-being of students by increasing the social support of students' peers, by entering the community they want, providing space to talk to friends, holding school vent events and other activities. Students are expected to be able to increase subjective well-being by: getting involved in school vent events, communicating feelings and emotions in various situations such as pleasant feelings, having positive expectations in the learning process, entering the community they want.

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