

## The Relationship between Peer Social Support and Emotional Intelligence on Subjective Well-Being of Students in Class XI SMAN 31 Jakarta

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### ABSTRACT

This research aims to determine the relationship between peer social support and emotional intelligence on the subjective well-being of class XI students at SMAN 31 Jakarta. The population in this study was 214 students and 136 students were sampled in this study. The sampling technique for this study used proportionate stratified random sampling. The measuring instruments used were the subjective well-being scale (26 items  $\alpha = 0.840$ ), the peer social support scale (23 items  $\alpha = 0.665$ ) and the emotional intelligence scale (33 items  $\alpha = 0.948$ ). The results of the research show that there is a positive relationship between social support from peers and subjective well-being of 0.365 and there is a positive relationship between emotional intelligence and subjective well-being of 0.385. Furthermore, the results of data analysis with multivariate correlation using SPSS 22.0 for Windows obtained a correlation coefficient of  $R = 0.513$  and significance level ( $p$ ) =  $0.000 < 0.05$ . This shows that there is a relationship between peer social support and emotional intelligence on the subjective well-being of class XI students at SMAN 31 Jakarta.

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## **INTRODUCTION**

Senior High School students often face various challenges and pressures, both academically, socially and personally. One important factor that can help teenagers face this challenge is subjective well-being (SWB), which reflects feelings of satisfaction and happiness with their lives. Subjective well-being (SWB) is a condition that reflects how satisfied and happy an individual feels with their life as a whole. Subjective well-being includes an evaluative component (life satisfaction), an affective component (positive and negative emotions), and a cognitive component (assessment of the quality of life). During adolescence, especially high school students, subjective well-being is very important because it can influence their academic achievement, mental health and social development. To look at subjective well-being, it can be seen from the presence of pleasant and unpleasant emotions as well as a sense of satisfaction in certain domains.

To evaluate subjective well-being, four aspects are used, namely life satisfaction, satisfaction with important areas in life, positive affect, and low negative affect (Diener, Suh, Lucas and Smith, 1999 in Sari and Maryatmi, 2019). Therefore, someone who feels very happy, feels satisfied with their life, and feels low negative emotions will have a high level of subjective well-being.

Growth and development during adolescence is divided into three stages, namely early adolescence (aged 11-14 years), middle adolescence (aged 14-17 years) and late adolescence (aged 17-20 years). Final Middle School (SMA) students in the developmental stage are classified as late adolescents. Adolescence can be said to be the most important period in the development process. Why is that? Because during adolescence there will be many big changes such as physical, cognitive and psychosocial changes. Although changes also occur in childhood, during adolescence these changes occur more dramatically. Apart from that, during this period, teenagers also want to show their own existence, want to be free from feelings of dependence on other people, and also want to be recognized as themselves, not imitations of people, either parents or other adults (Purwadi 2004 in Khairudin, 2019).

According to Hurlock (1980 in Khairudin 2019) adolescence is synonymous with the development of the social environment in which they are active, so that they are required to be able to adapt effectively. Therefore, during this period of adolescence they are required to adapt to their environment. Apart from the changes mentioned above, new demands from the school environment also have an impact on adolescent development. The emergence of a new culture at school, namely the existence of majoring programs into several majors at Final High School, also requires students to adapt. Based on the results of initial interviews obtained by researchers from class XI students at SMAN 31 Jakarta, the major program that has been implemented from class Even though it has been a year, some students admit that they still have difficulty adjusting to subjects that they consider difficult. There are even some students who feel they have chosen the wrong major so that they are no longer enthusiastic about going to school. However, on the

other hand, there are also students who are still enthusiastic about going to school even though they also admit that they have difficulty adjusting.

The occurrence of changes in various aspects, being in a transition period, having demands to fulfill developmental tasks and adapting to the environment will have an impact on teenagers' emotional instability. According to Nolen Hoeksema (in Khairudin, 2019) teenagers have higher levels of depression compared to adults. In line with this, the latest research conducted by the non-profit organization Pew through a survey of teenagers in the United States stated that as many as 70 percent of teenagers aged 13 to 17 years believe that mental health problems are the main problem for their generation. Only six percent felt pressured to use drugs and four percent felt pressured to drink alcohol. This is a new phenomenon. Previously, the problem of drug and alcohol abuse was one of the main problems experienced by teenagers.

The emotional state of adolescents is in a period of storm and stress, namely a period where emotional tension increases as a result of physical and glandular changes. This causes emotional ups and downs felt by teenagers. Adolescence tends to view life through rose-colored glasses. He sees himself and others as he wants them to be and not as they are, especially in terms of hopes and ideals. These unrealistic hopes and aspirations, not only for himself but also for his family and friends, cause the heightened emotions that are characteristic of early adolescence. Teenagers will be hurt and disappointed if other people disappoint them or if they fail to achieve the goals they have set for themselves. Teenagers can feel like the happiest person at one time and then feel like the most unfortunate person at another time (Santrock 2007, in Khairudin 2019). In line with this, Berg et al (2013 in Putri 2016) said that the increasing number of changes in teenagers' lives greatly influences the adjustment process which will then have an impact on their subjective well-being.

Peer social support plays an important role in improving subjective well-being in adolescents. Research related to sources of student well-being studied by Aulia (2019) on elementary school students in the city of Yogyakarta, the findings of this dissertation provide a more complex picture regarding the sources of student well-being at school, namely peer support, teacher support, parental support, achievement, physical school facilities, and learning activities. Peers are often the main source of emotional support, security, and social attachment in adolescence. Through interactions with peers, teenagers can share experiences, deal with stress, and get advice or moral support. This social support can reduce feelings of loneliness and increase the sense of social connectedness that is important for subjective well-being. Sarafino (in Wahyuni, 2016) said that social support includes feelings of comfort, giving attention, giving appreciation or appreciation, and giving help that comes from other people or groups. Taylor (in Sari & Indrawati, 2017) stated that social support, especially peer social support, is help provided by peers, from an instrumental, informational and emotional perspective which can give individuals confidence that they are valued and cared for.

Chou's research (1999 in Khairudin 2019) shows that peer social support has a greater influence on the subjective well-being of adolescents in China and Hong Kong, compared to family social support. The support from peers who always provide encouragement and assistance means that students do not give up easily and remain enthusiastic about school. New subjects that were previously considered difficult to understand, with help from friends become more interesting to understand. Therefore, social support from peers can help adolescents make adjustments to improve adolescents' subjective well-being.

Other factors that also influence subjective well-being are: emotional intelligence, someone who has a high level of subjective well-being will be able to control emotions and deal with problems well. On the other hand, people who have a low level of subjective well-being tend to feel that their lives are unhappy, full of negative thoughts and feelings, causing anxiety, anger, and even the risk of experiencing depression (Diener et al., 2015 in Rulangi et al., 2021). Emotional intelligence is the ability to understand the emotions of oneself and others well and the ability to regulate impulses. Emotional intelligence plays a very important role in the psychosocial development of adolescents. Emotional intelligence depends on the skills possessed by individuals such as self-control which includes self-regulation, self-awareness and self-motivation (Suriyanto et al., 2021). Adolescents with high emotional intelligence demonstrate human relationships with minimal integrity and aggression.

In line with this, Aesijah et al (2016 in Khairudin 2019) stated that the well-being and satisfaction of teenagers is determined more by emotions. However, achieving prosperity is not an easy thing. The transition period experienced by a teenager will bring up many things change. Every day students will be faced with different challenges and how students overcome these challenges is influenced by various factors.

## **LITERATURE REVIEW**

### ***Peer Social Support***

Peer social support is a form of support provided by peers that involves various types of positive social interactions. It can be emotional support, information, advice, or practical help provided by people who are in a peer group or have similar experiences. The following is a further explanation of the definition of peer social support according to several experts and general concepts:

Cohen and Wills (1985) define social support as resources provided by others, which can help individuals cope with stress. Peer social support can be in the form of emotional support, instrumental support (practical help), informational support (advice), and friendship support. Weiss (1974) identified six functions of social support, including peer support: attachment, trust, guidance, provision of information, concrete assistance, and social validation. Peer social support plays an important role in meeting these needs, especially in providing social validation and guidance. Sarason, Levine, Basham, and Sarason (1983) emphasized the importance of social support in shaping individual well-being. Peer social support can help reduce the negative impact of stress and improve emotional well-being. Thoits (1986) emphasized that

social support from peers can help individuals cope with emotional problems and stress through a process called “emotional sustenance,” where peers provide emotional support and encouragement.

### ***Types of Peer Social Support***

**Emotional Support:** Involves empathy, caring, and encouragement. Peers provide a sense of acceptance, love, and comfort that helps individuals cope with stress and emotional problems.

**Instrumental Support:** Involves practical and material assistance. This could be helping a friend with schoolwork, work, or providing financial assistance.

**Informational Support:** Involves giving advice, counsel, or useful information. Peers can provide information that helps individuals make better decisions or cope with difficult situations.

**Evaluative Support:** Involves providing feedback that helps individuals understand themselves better, identify strengths and weaknesses, and increase self-confidence.

### ***Emotional Intelligence***

Emotional intelligence is the ability to recognize, understand, manage, and utilize emotions in a positive and effective way. Emotional intelligence involves not only an understanding of one's own emotions but also those of others, as well as the ability to use that understanding in various aspects of life, including in interpersonal relationships, decision-making, and stress management. Goleman defines emotional intelligence as the ability to recognize one's own and others' emotions, to motivate oneself, and to manage emotions well within oneself and in relationships with others. Salovey and Mayer, who first introduced the concept of emotional intelligence in the early 1990s, define it as the ability to monitor one's own and others' emotions, distinguish between different emotions, and use this information to guide thought and action.

### ***Components of Emotional Intelligence***

According to Daniel Goleman, who popularized this concept, emotional intelligence consists of five main components:

1. **Self-Awareness**  
The ability to recognize and understand one's own emotions and their effects on thoughts and behavior. This includes awareness of personal strengths and weaknesses.
2. **Self-Regulation**  
The ability to control or direct impulses and disturbing moods and manage emotions in a healthy way. This involves the ability to think before acting and maintain emotional balance.
3. **Self-Motivation**  
The ability to motivate oneself, focus on goals, have a drive for achievement, and maintain optimism despite failures or challenges.
4. **Empathy**

The ability to understand and feel the emotions of others, and empathize with their perspectives and feelings. This helps in building better relationships and being more responsive to the needs of others.

5. Social Skills

The ability to manage relationships and build good social networks. This involves communication skills, the ability to work together in teams, and the ability to resolve conflicts effectively.

***Subjective Well-Being***

Subjective well-being (SWB) is a concept that refers to the way individuals evaluate their own lives, from both an emotional and cognitive perspective. SWB is often used in the field of positive psychology and happiness research to measure an individual's overall well-being. Diener, Suh, Lucas, and Smith (1999) state that subjective well-being reflects the psychological well-being of individuals as measured through emotional and cognitive evaluations of their own lives. The following is a more detailed explanation of the definition of subjective well-being:

Subjective well-being consists of several main components:

1. Life Satisfaction: An individual's cognitive evaluation of his or her life as a whole. It includes a global assessment of how satisfied a person is with their life, including important aspects such as work, relationships, and health.
2. Positive Affect: The frequency and intensity of positive emotions that individuals experience, such as happiness, joy, and contentment.
3. Negative Affect: The frequency and intensity of negative emotions experienced by individuals, such as sadness, anxiety, and anger.

***Factors Affecting Subjective Well-Being***

1. Personality Factors

Personality characteristics such as optimism, self-esteem, and neuroticism can affect a person's level of SWB.

2. Social Relationships

The quality of relationships with family, friends, and romantic partners greatly affects SWB.

3. Health

Good physical and mental health contribute significantly to SWB.

4. Economic Conditions

Although money cannot always buy happiness, financial well-being can reduce stress and increase SWB.

5. Job and Education

Satisfaction in work and level of education can affect SWB, as they are related to life goals and personal achievement.

**Ha1: There is a Relationship between Peer Social Support and Subjective Well-Being of Class XI Students at SMAN 31 Jakarta.**

In line with research by Sardi & Ayriza (2020) which states that there is a relationship between social support from peers and subjective well-being.

**Ha2: There is a relationship between emotional intelligence and the subjective well-being of class XI students at SMAN 31 Jakarta.**

In line with research by Mahmudah (2021) which states that there is a relationship between emotional intelligence and subjective well-being.

**Ha3: There is a relationship between social support from peers and emotional intelligence on the subjective well-being of class XI students at SMAN 31 Jakarta.**

In line with Putri's research (2016) which states that there is a relationship between social support and emotional intelligence with subjective well-being.

## **METHODOLOGY**

The research approach used in this research is a quantitative approach with correlational methods. The correlational method is a method that aims to investigate the extent to which variations in one variable are related to variations in one or more other variables based on the correlation coefficient (Azwar, 2014). In this research, two independent variables and one dependent variable are used as follows:

1. Dependent variable : Subjective Well-Being
2. Independent variable : Peer Social Support  
Emotional Intelligence

In this study, the population was Class XI students at SMAN 31 Jakarta for the 2019/2020 academic year, totaling 214 students. The sampling technique used in this research is simple random sampling technique. Based on the provisions of the Morgan table, from a population of 214 students, a sample of 136 students was obtained.

The data collection technique uses a questionnaire. This research uses a measuring instrument in the form of a scale prepared by the researcher. To measure subjective well-being, we use a scale based on subjective well-being aspects according to Diener (2009), namely cognitive aspects and affective aspects. The peer social support scale is based on five aspects of peer social support according to Cutrona, Gardner & Uchino (in Sarafino: 2011), namely emotional support, instrumental support, informational support, and companionship support. Then the emotional intelligence scale was created based on five aspects according to Goleman (in I Nyoman Surna, 2016), namely self-awareness, self-regulation, self-motivation, empathy, and social skills.

## **RESEARCH RESULT**

Testing the peer social support variable with subjective well-being using bivariate correlation obtained a correlation coefficient ( $r_{xy1}$ ) of 0.365 with  $p < 0.05$ . This shows that the alternative hypothesis (Ha1) which states "there is a relationship between peer social support and subjective well-being of Class XI students at SMAN 31 Jakarta" is accepted.

In the second hypothesis, testing the emotional intelligence variable with subjective well-being using bivariate correlation obtained a correlation

coefficient ( $r_{xy2}$ ) of 0.385 with  $p < 0.05$ . This shows that the second alternative hypothesis ( $H_{a2}$ ) which states "there is a relationship between emotional intelligence and subjective well-being of Class XI students at SMAN 31 Jakarta" is accepted.

In the third hypothesis, testing the variables of peer social support and emotional intelligence with subjective well-being using multivariate correlation obtained a correlation coefficient  $R$  of 0.513,  $R^2$  of 0.263, with  $p < 0.05$ . This shows that the third alternative hypothesis ( $H_{a3}$ ) which states "there is a relationship between social support from peers and emotional intelligence with the subjective well-being of Class XI students at SMAN 31 Jakarta" is accepted.

Based on the stepwise method output is obtained the dominant variable is Emotional Intelligence with  $R$  square Change = 0.148 while the second dominant variable is Peer Social Support with  $R$  square Change = 0.115. The coefficient shows that Emotional Intelligence donate to *Subjective Well-being* amounted to 14.8% while peer social support contributed 11.5% to *Subjective Well-being*. This test shows that there is a positive relationship between peer social support and emotional intelligence on the subjective well-being of Class XI students at SMAN 31 Jakarta.

## DISCUSSION

Based on the results of the research analysis, it can be concluded that there is a significant relationship in a positive direction between the relationship between peer social support and subjective well-being in Class XI students at SMAN 31 Jakarta. Students will carry out the process of adapting to every change that occurs in their lives better if they have positive social support from peers. Peer social support will reduce emotional stress which will ultimately improve students' subjective well-being. One of the factors that influences subjective well-being is social support from peers. The presence of friends as social support will make it easier for teenagers to face all the challenges in their lives and gain happiness from the successes achieved.

Emotional intelligence is also a factor that plays an important role in increasing subjective well-being. As stated by Gallagher and Dianne (2008, in Putri, 2016) subjective well-being is influenced by emotional intelligence. Emotional intelligence is defined as the ability to recognize the meaning of emotions and their relationship in solving problems based on these emotions. So if teenagers have good emotional intelligence, they will be able to control the moods and emotions they feel when facing every change and problem in their life which will ultimately improve their subjective well-being. As mentioned by Prastiyo and Andriani (2011 in Putri, 2016) in new situations and environments, teenagers' emotional intelligence is related to their psychological adjustment, and plays an important role in achieving subjective well-being.

There is a positive relationship between social support from peers and emotional intelligence with subjective well-being in class XI students at SMAN 31 Jakarta. So if Class XI students at SMAN 31 Jakarta have social support from peers and high social intelligence, the more subjective well-being they will have. Likewise, vice versa, if Class

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the discussion data analysis explained in the previous chapter, the following conclusions can be drawn:

1. There is a relationship between social support from peers and subjective well-being of class XI students at SMAN 31 Jakarta. This shows that the higher the social support of peers, the higher the subjective well-being of class XI students at SMAN 31 Jakarta, and vice versa. The lower the social support from peers, the lower the subjective well-being of Class XI students at SMAN 31 Jakarta.
2. There is a relationship between emotional intelligence and subjective well-being of class XI students at SMAN 31 Jakarta. This shows that the higher the emotional intelligence, the higher the subjective well-being of class XI students at SMAN 31 Jakarta, and vice versa. The lower the emotional intelligence, the lower the subjective well-being of Class XI students at SMAN 31 Jakarta.
3. There is a relationship between social support from peers and emotional intelligence on the subjective well-being of class XI students at SMAN 31 Jakarta.
4. Based on the results of research data analysis, a positive direction was obtained from peer social support and emotional intelligence with subjective well-being in Class XI students at SMAN 31 Jakarta. With this positive direction, class XI students will have better subjective well-being due to the social support of their peers and their emotional intelligence.
5. With the results of this research, teachers at SMAN 31 Jakarta can provide assignments or activities that can support communication so that students can have good relationships with their peers and also have a sense of caring for each other and helping each other at school or in the environment which can then be achieved. generate positive emotions in students so that in living their lives students are taught to have enthusiasm and interpret every emotion they feel correctly.

## ADVANCED RESEARCH

### *Theoretical Suggestions*

For future researchers who wish to conduct similar research, it is hoped that they can research more broadly regarding subjective well-being, social support from peers, and emotional intelligence. You can also conduct research using other variables from factors that influence subjective well-being.

### *Practical Advice*

Students who already have subjective well-being are expected to be able to maintain it. Then, students who have low subjective well-being are expected to continue to improve it by communicating more often with peers, learning to control their emotions and moods when facing problems.

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