

Relationship Between Peer Pressure And Students' Self Esteem At State Senior High School 3 Bukittinggi

Elsa Yutri Laswita¹, Sri Hartati², Yeni Afrida³ dan Arjoni⁴

¹²³⁴Program studi Bimbingan dan Konseling, Universitas Islam Negeri Sjech M.Djamil Djambek, Bukittinggi

e-mail: elsayutri@gmail.com

ABSTRACT. This study examines the relationship between peer pressure and self-esteem in grade XI students at SMA Negeri 3 Bukittinggi. Peer pressure is defined as social pressure from peer groups that encourages individuals to think and act according to group standards in order to be accepted. While self-esteem refers to an individual's appreciation of themselves, which is formed from the accumulation of experiences, thoughts, feelings, and sensations throughout life. Self-esteem acts as a foundation for positive development in social relationships, learning processes, creativity, and personal responsibility. This study uses a quantitative approach with a correlation method. The population involved 76 grade XI students (F1-F9) at SMA Negeri 3 Bukittinggi, with sampling using the Proportional technique of random sampling. A Likert-scale questionnaire was the tool utilized. To test the hypothesis, a correlation test was used to analyse the data. As evidenced by the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho), the study's findings demonstrated a strong relationship between the variables peer pressure (X) and self-esteem (Y). While other factors influence the remaining 20%, the correlation value of 80% indicates a robust association between peer pressure and self-esteem. Considering these findings, it can be said that there is a strong correlation between peer pressure and self-esteem in students.

Keywords : *Peer Pressure, Self Esteem, Students*

ABSTRAK. Penelitian ini menguji hubungan antara tekanan teman sebaya dengan harga diri pada siswa kelas XI di SMA Negeri 3 Bukittinggi. Tekanan teman sebaya didefinisikan sebagai tekanan sosial dari kelompok teman sebaya yang mendorong individu untuk berpikir dan bertindak sesuai dengan standar kelompok agar dapat diterima. Sedangkan harga diri mengacu pada penghargaan individu terhadap dirinya sendiri, yang terbentuk dari akumulasi pengalaman, pikiran, perasaan, dan sensasi sepanjang hidup. Harga diri berperan sebagai fondasi untuk perkembangan positif dalam hubungan sosial, proses belajar, kreativitas, dan tanggung jawab pribadi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasi. Populasi penelitian ini melibatkan 76 siswa kelas XI (F1-F9) di SMA Negeri 3 Bukittinggi, dengan pengambilan sampel menggunakan teknik proporsional random sampling. Kuesioner dengan skala Likert adalah alat yang digunakan. Untuk menguji hipotesis, uji korelasi digunakan untuk menganalisis data. Sebagaimana dibuktikan dengan diterimanya hipotesis alternatif (Ha) dan ditolaknya hipotesis nol (Ho), temuan penelitian ini menunjukkan adanya hubungan yang kuat antara variabel tekanan teman sebaya (X) dan harga diri (Y). Sementara faktor-faktor lain mempengaruhi 20% sisanya, nilai korelasi sebesar 80% menunjukkan hubungan yang kuat antara tekanan teman sebaya dan harga diri. Mempertimbangkan temuan ini, dapat dikatakan bahwa ada korelasi yang kuat antara tekanan teman sebaya dan harga diri pada siswa.

Kata kunci: Tekanan dari teman sebaya, harga diri, siswa

INTRODUCTION

In the school environment, peers play an important role as sources of status, friendship, and a sense of community. They also form a learning community in which social roles and standards for work and achievement are developed. Peer pressure is a social pressure that arises from a particular group, requiring individuals to adjust their behavior and mindset in order to be accepted by the group. This pressure tends to be especially strong during adolescence. According to Santrock, although there is more diverse interaction in early adolescence, there is significant pressure for boys to be the best in their group, and the same is true for girls, both in formal settings and romantic relationships. However, the demands for gender conformity from peers increase during this stage of adolescence.

It can be concluded that peer pressure that is often experienced by students can affect their behavior. Students tend to pay more attention to words or advice from peers than from family. As a result, a teenager may do various ways to ensure that he is accepted in the peer environment. As for the types *peer pressure* can be defined as the influence of others on a person's views and actions, both individually and in groups. there are various types of peer pressure among them. Peer pressure does not always have a negative impact, because it can have a positive influence. One example is if a student is in a class where his peers are very diligent in studying, so that the student is worried that he will study well.

Negative peer pressure This is the term for negative peer pressure. It occurs when someone is pressured to do something even though they know it is wrong. Peer pressure can be avoided for a variety of reasons. For example, when someone loses a friend or makes a new friend, they may hold back their desires, avoid certain activities, or even become a victim of bullying. If someone refuses to do something they know is wrong, they are more likely to feel guilty towards others while resisting peer pressure. Negative peer pressure occurs when students continue to feel it even though they know the action is wrong.

Self-esteem is a form of individual appreciation for themselves that is formed through the accumulation of thoughts, feelings, sensations, and experiences experienced throughout life. In addition, self-esteem is also an important foundation for the development of social relationships, creativity, and individual responsibility. Self-esteem is a need to achieve success in life in the family, school, and community. Self-esteem is an important factor that needs to be met to achieve success in family life, school, and community. Self-esteem refers to an individual's belief in his or her ability to learn, make decisions, meet needs appropriately, and respond to change in an effective manner.

According to Coopersmith, self-esteem is the assessment that a person usually has of themselves. This assessment reflects a person's acceptance or rejection of themselves and their level of self-confidence, which can range from very negative to very positive opinions. In terms of self-esteem characteristics, a person's self-esteem is positively or negatively influenced by how they evaluate themselves. In addition, self-esteem plays an important role in influencing individual behavior through thought patterns, feelings, values, aspirations, and goals to be achieved.

According to Clemes and Bean, children with high self-esteem have several characteristics, including: the desire to be independent, easy to accept themselves, responsible, have good achievements, face challenges displaying various emotions and feelings, and show the ability to influence others. In contrast to those with low self-esteem, Branden added that people with high self-esteem tend to seek motivation to achieve goals that are in accordance with their nature.

According to Branden, the higher a person's self-esteem, the more prepared he or she is to face any challenges he or she encounters in his or her mind and personal life, the quicker he or she recovers from failure and the more energy he or she gives. Students with low self-esteem often feel inadequate and worthless. They also tend to feel unprepared to face new challenges.

According to Clemes and Bean, children with low self-esteem have several characteristics, including avoiding situations that can trigger anxiety, not understanding their own abilities, feeling unappreciated, and tending to blame others for their weaknesses. Baumeister explains that because of the relationship between happiness and self-esteem, children with low self-esteem are more likely to engage in aggressive.

Field facts show that *peer pressure* is closely related to *self-esteem*. Interview results show that students are afraid to go to school because there are friends who often tease them in class. They also said that they are afraid of being harassed or *bullied* by their peers. This data is supported by interviews conducted by the current BK teacher at SMA Negeri 3 Bukittinggi, which showed that diverse characters and traits emerged in her students while she was teaching. Many children were teased by their friends. In addition, researchers found that teaching activities continued, according to research in the classroom. Some students were still seen talking to their deskmates, while others seemed less enthusiastic or preferred to stay away and not interact with their peers. In addition, there were situations or atmospheres that did not support the comfort or smoothness of the.

So it can be concluded from the supporting data used by the researcher is *peer pressure* very much has a connection with *self-esteem*. If *self-esteem* is disturbed so participants feel low and feel not appreciated by friends and peers. While healthy *self-esteem* is the one that always appreciates by friends. So the goal of the research that makes participants feel appreciated by friends and peers. Based on observation and interview that's it a scientific way to see how the connection *peer pressure* with *self-esteem* students at State High School 3 Bukittinggi.

METHODOLOGY

The quantitative approach of descriptive correlation type was used in this study. Finding the relationship between peer pressure and students' self-esteem at SMA Negeri 3 Bukittinggi is the purpose of this study. The population of this study was students of SMA Negeri 3 Bukittinggi totaling 76 students. The exhibition was conducted using proportional randomization technique. The questionnaire was used as an instrument to reveal the relationship between peer pressure and students' self-esteem.

For details, see the *peer pressure data* with *self-esteem*. In this study, *peer pressure* is divided into 3 indicators, which need to be considered are: 1) speech, 2) attitude, 3) assistance. The three indicators of self-esteem are: 1) general self-esteem 2) social self-esteem, and 3) personal self-esteem.

RESULTS AND DISCUSSION

Normality Test

To ensure that the data is also collected in accordance with the assumptions of statistical analysis, this study conducted a normality test. The purpose of this test is to determine whether the data obtained is normally distributed or not. By using statistical software, this study can determine whether the data obtained has met the normality assumptions required for further analysis

Table 4.6 Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Peer Pressure	.060	76	.200	.986	76	.595
Self Esteem	.098	76	.070	.968	76	.051

In table 4.4 above, the normality of the data in the study is interpreted using the *Kolmogorov-Smirnov column* based on the findings of the *Kolmogorov-Smirnov test*. The normality test shows that if the significance value of the test is greater than α (0.05), then the data is suspected to be normally distributed, according to the interpretation of SPSS 26 for *Windows*. It can be assumed that the data is normally distributed because the test results show significant *Kolmogorov-Smirnov values* (200) $> (0.05)$ and $(0.70) > (0.05)$.

Linear Test

Linearity test is conducted to identify whether there is a linear relationship between peer pressure variables and self-esteem. This test is needed as one of the requirements before conducting a correlation analysis. The linear test uses deviation from linearity, which is used with SPSS version 26 for *Windows*, which is shown on the appendix page.

Table 4.7 Linearity Test Results

			ANOVA TABLE				
			Sum of Squares	Df	Mean Squares	F	Sig
Self Esteem	Between	(Combined)	15987,066	47	340,150	1,880	,039
Peer Pressure	Groups	Linearity	,153	1	,153	,001	,977
		Deviation from	15986,914	46	347,542	1,921	0,34
		Within Groups	5066,881	28	180,960		
		Total	21053,947	75			

Based on the results of the linearity test, it was found that the significance value showed that there was no significant deviation from the linear relationship. This indicates that there is a strong linear relationship between group pressure and self-estimation factors. Furthermore, the results of this linearity test also show that the relationship between group pressure and self-estimation factors can be explained using a linear model. This means that changes in group pressure will be followed by changes in self-estimation factors. Thus, the results of this linearity test provide support for the hypothesis that there is a linear relationship between group pressure and self-estimation factors.

Hypothesis Testing

The research hypothesis is then explained because the requirements needed for the correlation model between variable X (independent variable) and variable Y (dependent variable) are met. The researcher used a correlation test using SPSS version 26 for *Windows* to identify the relationship pattern. The following table shows the results of the correlation test of the peer pressure relationship variables with students' self-esteem at SMA Negeri 3 Bukittinggi:

Table 4.8 Correlation Test Results

Correlations			
Peer Preasure		Peer Preasure	Self Esteem
	Pearson Correlation	1	,982
	Sig. (2-tailed)		,003
	N	76	76
Self Esteem	Pearson Correlation	,982	1
	Sig. (2-tailed)	,003	
	N	76	76

After the calculation, the result shows that the relationship between *peer pressure* and *self-esteem* has a value of 0.982. To correlate the two variables, the degree of freedom is first sought using the appropriate formula. After that, the *r* value of the *product moment correlation table* is viewed at the specified significance level. Based on the interpretation guidelines, if the calculated *r* value is greater than the *r* table value, then there is a significant relationship. Conversely, if the calculated *r* value is smaller than the *r* table value, then there is no significant relationship.

The calculation results show that the calculated *r* value is greater than the table *r* value, so it can be concluded that there is a correlation between *peer pressure* and *self-esteem*. In addition, based on the *product moment interpretation guidelines*, the correlation between the two variables can be categorized as very strong.

Thus, it can be concluded that *peer pressure* has a significant influence on *self-esteem*. This shows that *peer pressure* can affect how someone views themselves and how they feel about themselves.

Thus, it is important to understand how *peer pressure* can affect *self-esteem* and how we can reduce the negative impact of *peer pressure*. By understanding this, we can help individuals develop healthy and positive *self-esteem*.

DISCUSSION

In an effort to understand the complex social phenomenon, this study tries to reveal the relationship between peer pressure and self-esteem in students. This study uses quantitative methods in correlation analysis to determine whether there is a significant relationship between the two variables. Data were collected through questionnaires distributed to respondents.

The results of the study showed that there is a very strong relationship between peer pressure and self-esteem. This means that peer pressure can affect a person's self-esteem. This study also found that the relationship between peer pressure and self-esteem is very significant.

Thus, the study contributes to the understanding of the relationship between peer pressure and self-esteem. The results of the study can also be used as a reference to develop programs aimed at increasing self-esteem and reducing the negative impact of peer pressure.

Based on the explanation above, it can be concluded that the relationship between *peer pressure* and *self-esteem* of students at SMA Negeri 3 Bukittinggi is at a high level. The results of this study indicate a significant relationship between *peer pressure* and *self-esteem* of students, so that the null hypothesis (*H₀*) is rejected and the alternative hypothesis (*H_a*) is accepted. The results of this study are in accordance with Santrock's theory, which explains that despite mixed relationships in early adolescence, male adolescents are forced to be the best female adolescents and good males in formal dating groups.

Peers play a role in shaping status, friendship, and a sense of belonging at school. Peer groups at school also serve as learning communities in which social roles and work standards are

developed. Peer pressure is social pressure that comes from a group of people that requires individuals to behave and think in certain ways in order to be accepted by the group. Peer pressure becomes stronger during adolescence.

The findings of this study are consistent with the theory put forward by Rathus and Nevid, who stated that various factors influence intelligence, assertiveness, gender, self-esteem, culture, educational attainment, personality type, and certain life circumstances. Circular environment. Among these factors, it was revealed that self-esteem is one of those that influences group leadership.

Relevance between *peer pressure* with *self esteem*, especially in adolescents *peer pressure* often affects method some body evalua tehim self alone, while level *self esteem* also determines How respond pressure from Friend peers. Impact positive *peer pressure* If pressure Friend same agenature support positive so individual become more believe self and haveview positive to him self you rself. If *peer pressure* mpact negative socand amage *self esteemes* pecially .If some one feel stress sed Fordo something contradictory with values or his/her wishes, individual can fellow your self, or Nosatis fied with him self Alone.

Coopersmith explains that self-esteem is the assessment that a person usually has of himself. This assessment indicates the extent to which a person feels that he agrees or disagrees with himself, and indicates the level of self-confidence that is possessed, ranging from a very negative view. Self-esteem refers to the way a person views himself in everyday life. When

When people view each other positively, they tend to feel happier, healthier, more energetic, and better adjusted. In contrast, those who view themselves negatively often have health problems, anxiety, and stress, and have a pessimistic view of the future.

According to Branden, the higher a person's self-esteem, the more prepared he or she is to face all kinds of challenges in his or her mind and personal life, the quicker he or she recovers from failure, and the more energy he or she gives.

Self esteem and *peer pressure* have every close relationship. Teenager own high *self esteem* tend more cap able reject pressure negative and maintain in princi plet hey more selective in choo sein fluence from Friend peers. While *self esteem* low tend more prone to against *peer pressure* Good positive and also negative, because they often look for validation from others. Children with low self-esteem are more likely to bully, Baumeister says, because there is a link between self-esteem and happiness.

Based on the theory, it can be concluded that there is a relationship between *peer pressure* and *self-esteem* of students at SMA Negeri 3 Bukittinggi. Based on the title of the study, "The Relationship between *Peer Pressure* and *Self Esteem* of Students at SMA Negeri 3 Bukittinggi", this study concluded that *peer pressure* received has a significant relationship with *self-esteem* of students at SMA Negeri 3 Bukittinggi.

CONCLUSION

Based on the results of the study on the relationship between *peer pressure* and *self-esteem* of students at SMA Negeri 3 Bukittinggi, it can be concluded that the two variables have a significant relationship. The findings of the analysis show a strong and meaningful correlation between student self-esteem and group leadership. By considering these calculations, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted, indicating a significant relationship between peer pressure and student self-esteem. The strong correlation between the two measures indicates that there is a very strong relationship between peer pressure and student self-esteem. Therefore, it can be concluded that there is a strong correlation between *peer pressure* and student *self-esteem* at SMA Negeri 3 Bukittinggi. This shows

that *peer pressure* has a significant relationship to student *self-esteem*. In this context, it is very important to understand how *peer pressure* can affect student *self-esteem* and how we can reduce the negative impact of *peer pressure*. By understanding this, we can help students develop healthy and positive *self-esteem*. In addition, the results of this study can also be used as a reference for developing programs that aim to improve student *self-esteem* and reduce the negative impact of *peer pressure*. In doing so, we can create a healthier and more supportive environment for students to grow and develop.

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