

# Kontribusi dukungan sosial teman sebaya, enjoyment, dan pride selama belajar di kelas terhadap Self-Esteem peserta didik Sekolah Menengah Pertama = The Contributions of peer social support, enjoyment, and pride during Class to self-esteem Among Junior High School Students.

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## Abstrak

### **ABSTRAK**

Tujuan penelitian ini adalah untuk mengetahui kontribusi dukungan sosial teman sebaya, enjoyment, dan pride selama belajar di dalam kelas terhadap self-esteem peserta didik Sekolah Menengah Pertama. Partisipan penelitian ini adalah peserta didik SMPN Y Depok (n=334). Penelitian ini merupakan penelitian noneksperimental dengan model pendekatan kuantitatif. Instrumen yang digunakan pada penelitian ini adalah CASSS (Children and Adolescent Social Support Scale) untuk mengukur dukungan sosial teman sebaya, AEQ (Achievement Emotions Questionnaire) untuk mengukur enjoyment dan mengukur pride. Untuk mengukur self-esteem, peneliti menggunakan RSES (Rosenberg Self-Esteem Scale). Hasil penelitian ini menunjukkan bahwa dukungan sosial teman sebaya, enjoyment, dan pride selama belajar di kelas secara bersama-sama berkontribusi terhadap self-esteem (R Square =0,15 p< 0,01). Diantara ketiga variabel tersebut, pride merupakan variabel yang memiliki kontribusi paling besar yaitu 12% terhadap self-esteem. Temuan penelitian ini memberikan implikasi bagi perancangan program intervensi untuk meningkatkan self-esteem melalui penanaman pride peserta didik.

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### **ABSTRACT**

The purpose of this study was to determine the contributions of peer social support, enjoyment, and pride during class to self-esteem of junior high school students. The participants of this study were students at SMPN Y Depok (n = 334). This research was non-experimental with a quantitative approach model. The instruments used in this study were CASSS (Children and Adolescent Social Support Scale) to measure peer social support, AEQ (Achievement Emotions Questionnaire) to measure enjoyment and pride during class, and RSES (Rosenberg Self-Esteem Scale) to measure self-esteem. The results of this study indicate that peer social support, enjoyment, and pride during class have contributions to self-esteem (R Square =0,15 p<0,01). Pride has the biggest contribution of 12% to self-esteem. These results have an implication for the future study to enhance students' self-esteem through pride.