

THE EFFECT OF PEER INTERACTION ON SELF-CONFIDENCE OF GRADE XI STUDENTS OF SMAN 6 CITY OF BOGOR

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ABSTRACT

Adolescence is a crucial period in individual development, where individuals not only form their self-identity but also strengthen their self-confidence, which will serve as the foundation for navigating adult life. Self-confidence, as the belief in one's own abilities, plays a vital role in facing life's challenges. However, many adolescents find it difficult to develop self-confidence. Various external and internal factors can influence the development of self-confidence, one of which is peer interaction. Peers play a significant role in adolescents' social processes, not just as companions in daily activities but as sources of social and emotional support. Positive peer interactions generally lead to higher self-confidence, while negative or pressuring interactions can result in a decrease in self-confidence. This research aims to explore the impact of peer interaction on the self-confidence of 11th-grade students at SMAN 6 Kota Bogor. Using a quantitative approach with descriptive correlational design and simple linear regression analysis, the study reveals that positive peer interactions significantly influence the students' self-confidence. The findings are expected to contribute to the development of counseling and guidance strategies that can help foster healthier social relationships and, ultimately, improve students' self-confidence. This research is particularly relevant in the Indonesian context, where peer interactions in schools are deeply influenced by cultural and social dynamics.

Keywords: Adolescence, Peer Interaction, Self-Confidence, Social Support, Counseling, High School Students, Indonesia

INTRODUCTION

Adolescence is one of the most crucial periods in an individual's development. During this phase, teenagers not only form their identity but also strengthen their self-confidence, which will become the foundation for navigating adult life. Self-confidence, as the belief in one's own abilities, plays an important role in facing life's challenges. However, for many teenagers, developing self-confidence is not an easy task. Various external and internal factors can influence the development of self-confidence, one of which is interaction with peers.

Peers play a very significant role in the social process of adolescence. They are not merely individuals who accompany teenagers in their daily activities, but also function as a strong source of social and emotional support. Teenagers greatly need support from their peers to form a positive self-concept, reinforce their self-esteem, and enhance their self-confidence (Santrock, 2011). Therefore, the quality of peer interaction becomes a key determinant in the development of self-confidence in adolescents. If the interaction is positive, teenagers tend to have higher self-confidence. In contrast, negative or pressuring interactions can lead to a decrease in self-confidence.

In this context, Hurlock (2014) identified four main aspects of peer interaction that can influence self-confidence: social communication, emotional support, group acceptance, and joint activities. When these four aspects are well-established, individuals will feel more accepted, supported, and appreciated, which in turn will enhance their self-confidence. However, not all peer interactions are positive. In adolescent social life, there are also harmful interactions, such as bullying or social pressure, which can cause a decline in self-confidence. This becomes a significant challenge,

especially for teenagers who are in unsupported social groups or those who are less accepted in their peer circles.

The phenomenon of declining self-confidence in teenagers in Indonesia has become a serious concern. According to a UNICEF Indonesia report (2021), about 1 in 3 teenagers aged 15-19 experience a decline in self-confidence, particularly in social and academic aspects. This decline is often related to a lack of peer support, bullying, or the inability to form healthy social relationships. This phenomenon not only affects the psychological development of adolescents but can also impact their academic performance, social life, and mental health.

On the other hand, research also shows that peer interaction can have a significantly positive impact on the personal development of adolescents. For example, a study by Suryani (2020) found that teenagers who are active in organizational activities and have good social relationships with peers tend to have higher self-confidence. Similar results were found in research by Rachmawati (2019), which stated that students who feel accepted in their social group show more stable and stronger self-confidence. However, although many studies link peer interaction with self-confidence, much remains to be explored regarding how different types of peer interactions—both positive and negative—can affect adolescent self-confidence. This study aims to fill this knowledge gap by examining more deeply the influence of peer interaction on the self-confidence of 11th-grade students at SMAN 6 Kota Bogor.

The findings of this study are expected to provide a clearer picture of how the quality of social interactions between peers can affect the self-confidence development of students, as well as contribute to the development of guidance and counseling approaches that can help enhance students' self-confidence through healthier social relationships. Thus, this study is not only important for theoretical understanding of the role of peers in shaping self-confidence but also offers practical benefits for school counselors and educators in designing programs that can strengthen students' self-confidence through more positive peer interactions. This research is also highly relevant to the global context, which shows significant differences in the levels of adolescent self-confidence in various countries. The 2022 Global Youth Confidence Survey report reveals that Indonesia has a self-confidence level of 61%, which is lower than countries such as the United States (74%) and Germany (69%), but higher than Japan (48%) and India (57%). These differences reflect how cultural factors and social interaction patterns also influence self-confidence. Therefore, it is important to understand the dynamics of peer interactions in the Indonesian social context, especially among high school students.

With this background, this study will delve deeper into how peer interactions can influence the self-confidence levels of 11th-grade students at SMAN 6 Kota Bogor. The expected results of this study can provide broader insights for educators, especially school counselors (BK), in developing strategies to enhance students' self-confidence through the formation of healthier and more supportive social interactions. In addition, this study aims to explore factors that may moderate the relationship between peer interaction and self-confidence, such as personal factors (e.g., introverted or extroverted personality), family support, and social dynamics in the school environment. These factors can either strengthen or weaken the influence of peer interaction on students' self-confidence. For instance, students with more introverted personalities may have difficulty forming open social relationships with their peers, which can ultimately affect their self-confidence levels. Therefore,

greater attention should be given to these aspects in order to gain a more holistic understanding of self-confidence development in adolescents.

The importance of this study lies not only in the development of theories about the relationship between peer interaction and self-confidence but also in its practical application in educational practices. By understanding how the quality of social interactions can influence self-confidence, schools and BK teachers are expected to design more targeted interventions, such as social skills training programs, workshops on building self-confidence, and creating a supportive environment for students to interact more positively with their peers. This will enable students not only to have better self-confidence but also to enhance their emotional well-being, which will ultimately impact their academic performance and social life outside of school.

METHODS

This study uses a quantitative approach with the aim of measuring the influence of peer interaction on students' self-confidence. A quantitative method is chosen because it allows for the measurement and analysis of the relationship between two variables that can be numerically quantified: peer interaction as the independent variable and self-confidence as the dependent variable. The research design used is a descriptive correlational design with simple linear regression techniques, aiming to describe the direct relationship between the two variables.

The population in this study consists of 11th-grade students at SMAN 6 Kota Bogor, totaling 270 students divided into 9 classes. The sample was taken using a simple random sampling technique, with the sample size determined to be 159 students based on the Krejcie & Morgan table (1970). The sample selection was done randomly to ensure a good representation of the population, with the expectation that the research findings can be generalized to all 11th-grade students at the school.

Data for this study were collected through three main methods: observation, questionnaire (survey), and documentation. Observation was conducted to obtain an overview of students' social interactions in the classroom, especially regarding social communication, emotional support, group acceptance, and joint activities. The researcher observed students' interactions during break times and group activities in class without being directly involved in those activities. Additionally, questionnaires were distributed to students to measure the two main variables in this study. The questionnaire for the peer interaction variable refers to the theory of Partowisastro (2019), which includes aspects such as openness in the group, cooperation, frequency of interactions between students, and group acceptance. For the self-confidence variable, the instrument used is based on Lauster's theory (2003), which includes self-belief, optimism, objectivity, responsibility, and rationality. The questionnaire uses a Likert scale with four response options: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Data is also complemented by documentation in the form of field notes that help support the results of the observations and questionnaires.

The instruments used to measure these variables have been tested for validity and reliability. The validity test was conducted using Pearson's correlation technique, where items with an r value greater than the critical r value were considered valid. Meanwhile, the reliability test was conducted using Cronbach's Alpha, with a minimum α value of 0.60 to declare the instrument as reliable. Once the instruments were deemed valid and reliable, the collected data were analyzed using SPSS version

29 to calculate descriptive values, normality tests, homogeneity tests, and simple linear regression.

Data analysis was performed with the following steps. First, descriptive analysis was used to describe the characteristics of each variable, including the mean, standard deviation, and frequency distribution. Second, a normality test was conducted using the Kolmogorov-Smirnov test to ensure that the data were normally distributed, which is a prerequisite for continuing the analysis using parametric statistical techniques. Third, the homogeneity test using Levene's Test was carried out to ensure that the variance between groups was homogeneous. Finally, to test the research hypothesis, simple linear regression was used to determine whether there was a significant influence of peer interaction on students' self-confidence. The regression model used is $Y = a + bX$, where Y represents self-confidence as the dependent variable and X represents peer interaction as the independent variable.

By using a systematic approach and appropriate analytical tools, this study aims to draw valid and accountable conclusions regarding the impact of peer interaction on students' self-confidence at SMAN 6 Kota Bogor. In this study, all procedures follow research ethics guidelines, ensuring that the rights and confidentiality of the respondents are protected. Prior to data collection, research permission was obtained from the school and students' parents to ensure that their participation was voluntary and informed. Each student was given an explanation about the purpose of the research and assured that the data they provided would be used solely for the purpose of this study. With this ethical approach, it is hoped that this study will provide results that are not only scientifically valid but also well-accepted by all parties involved.

RESULT AND DISCUSSION

This study was conducted at SMAN 6 Kota Bogor, located at Jl. Walet No.13, RT.02/RW.06, Tanah Sareal, Tanah Sareal District, Bogor City, West Java 16161, Indonesia. The data collected in this study include peer interaction as the independent variable (X) and self-confidence as the dependent variable (Y). The data were obtained from 11th-grade students at SMAN 6 Kota Bogor. The random sampling technique was used to select the sample, which consisted of 159 students. The data were collected using a questionnaire consisting of 27 items for the peer interaction variable (X) and 15 items for the self-confidence variable (Y). The questionnaire was distributed in each 11th-grade class via a Google Form link, and the data collection took place from August 1 to 4, 2025. The data were then processed using SPSS version 29.

Data description refers to the presentation of the data collected from respondents to provide an overview of the variables being studied. The data obtained relate to the influence of peer interaction on the self-confidence of 11th-grade students at SMAN 6 Kota Bogor. In this section, the data obtained from the analysis of peer interaction and self-confidence measurements will be described.

Description of Peer Interaction Data

Based on the results of the distribution of the time management instrument conducted with 159 respondents from 11th grade, the descriptive results for the peer interaction variable can be seen in the following table:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Interaksi Teman Sebaya	159	39	103	78.55	17.172
Valid N (listwise)	159				

Based on the results of the statistical analysis of the peer interaction variable data, the standard deviation (Std. Deviation) was found to be 17.172, with a minimum value of 39, a maximum value of 103, and a mean value of 78.55. The data were then presented in a relative frequency distribution table as follows:

Kategori Interaksi Teman Sebaya					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	30	18.9	18.9	18.9
	Sedang	119	74.8	74.8	93.7
	Tinggi	10	6.3	6.3	100.0
	Total	159	100.0	100.0	

Based on the table above, it can be seen that for the peer interaction variable, there are 30 individuals in the low category, 119 individuals in the moderate category, and 10 individuals in the high category. From this data, it can be concluded that the majority of 11th-grade students at SMAN 6 Kota Bogor, out of 159 respondents, exhibit a moderate level of peer interaction ability.

Self-Confidence Description

Based on the results of the self-confidence instrument distribution conducted with 159 11th-grade respondents, the following results were obtained:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Kepercayaan Diri	159	24	57	46.04	7.768
Valid N (listwise)	159				

Based on the results of the statistical analysis of the self-confidence variable data, the standard deviation (Std. Deviation) was found to be 7.768, with a minimum value of 24, a maximum value of 57, and a mean value of 46.04. Next, the data obtained were further processed to facilitate

analysis. One of the methods used was to present the data in the form of a relative frequency distribution table. This table not only shows the number of data points in each class but also illustrates the proportion of each frequency relative to the total data. Therefore, the distribution pattern of the data becomes clearer, which helps in the interpretation process. The relative frequency distribution table is as follows:

Kategori Kepercayaan Diri					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	20	12.6	12.6	12.6
	Sedang	124	78.0	78.0	90.6
	Tinggi	15	9.4	9.4	100.0
	Total	159	100.0	100.0	

Based on the table above, it can be seen that for the self-confidence variable, there are 20 individuals in the low category, 124 individuals in the moderate category, and 15 individuals in the high category. From this data, it can be concluded that the self-confidence of 11th-grade students at SMAN 6 Kota Bogor, out of 159 respondents, falls within the moderate category.

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov formula, which utilizes the residual values from each variable. In this study, the researcher used SPSS version 29 to assist with the analysis. If the significance value is greater than 0.05, it indicates that the residual values are normally distributed. Conversely, if the significance value is less than 0.05, it indicates that the residual values are not normally distributed.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		159
Normal Parameters ^{a,b}	Mean	.5031447
	Std. Deviation	7.31704727
Most Extreme Differences	Absolute	.066
	Positive	.039
	Negative	-.066
Test Statistic		.066
Asymp. Sig. (2-tailed)		.090 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the normality test, the significance value obtained was $0.90 > 0.05$, which leads to the conclusion that the residual values are normally distributed. This indicates that the data meet one of the basic assumptions in regression analysis, which is that the residual data distribution does not significantly deviate from a normal distribution. With this assumption satisfied, the statistical analysis conducted can be considered valid and reliable.

Homogeneity Test

The homogeneity test was conducted using Levene's statistics formula with the assistance of SPSS version 29. If the significance value is greater than 0.05, the data distribution can be considered homogeneous. Conversely, if the significance value is less than 0.05, the data distribution is considered heterogeneous.

1. Peer Interaction

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Interaksi Teman Sebaya	Based on Mean	.898	1	157	.345
	Based on Median	.132	1	157	.717
	Based on Median and with adjusted df	.132	1	156.495	.717
	Based on trimmed mean	.879	1	157	.350

Based on the homogeneity test above, it can be seen that the significance value obtained is $0.350 > 0.05$, which means the data can be considered homogeneous. This indicates that the groups of data analyzed are similar and not significantly different. With the assumption of homogeneity satisfied, the test results can be interpreted more accurately and confidently.

2. Self-Confidence

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Kepercayaan Diri	Based on Mean	.036	1	157	.850
	Based on Median	.124	1	157	.725
	Based on Median and with adjusted df	.124	1	153.694	.725
	Based on trimmed mean	.088	1	157	.767

Based on the homogeneity test above, it can be seen that the significance value obtained is $0.767 > 0.05$, which means the data can be considered homogeneous. This indicates that the groups

of data analyzed are similar and not significantly different. With the assumption of homogeneity satisfied, the test results can be interpreted more accurately and confidently.

Simple Linear Regression Test

In this study, the influence between time management and discipline can be analyzed using a simple linear regression test. The purpose of using simple linear regression is to determine whether there is an effect between the independent variable (X) and the dependent variable (Y). If the significance value is less than 0.05, it can be concluded that there is an effect; however, if the significance value is greater than 0.05, it means there is no effect. This simple linear regression test was assisted using SPSS version 29.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2158.904	1	2158.904	46.195	.000 ^b
	Residual	7384.040	158	46.734		
	Total	9542.944	159			
a. Dependent Variable: Kepercayaan-diri						
b. Predictors: (Constant), Interaksi-sosial						

From the output above, it can be seen that the calculated F-value (Fhitung) is 46.195 with a significance level of $0.000 < 0.05$. This indicates that the regression model is statistically significant, meaning that the independent variable (X) collectively has a significant effect on the dependent variable (Y). Therefore, the regression model is suitable for predicting the relationship between the two variables, and it can be concluded that there is a significant effect of the independent variable on the dependent variable in this study.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476 ^a	.226	.221	6.836
a. Predictors: (Constant), Interaksi-sosial				
b. Dependent Variable: Kepercayaan-diri				

Based on the table, it can be seen that the correlation value is 0.476, and the coefficient of determination (R-squared) is 0.221, meaning that the independent variable influences the dependent variable by 22.6%.

The results of this study align with the theory that peer interaction can influence the psychological development of adolescents, including self-confidence. For example, Hurlock (2014) stated that positive peer interactions can enhance an individual's self-esteem and self-confidence. In this context, the majority of students at SMAN 6 Kota Bogor fall into the moderate category of peer

interaction, which allows them to experience emotional support, effective communication, and group acceptance. This condition has a positive impact on their self-confidence. However, even though most students have good interactions with their peers, some still report low levels of interaction and feel less accepted in their social groups. This indicates that not all students feel the positive effects of their social relationships. These differences may be caused by various factors, such as personal characteristics, group dynamics, or even bullying that may occur in the school environment.

The moderate self-confidence reported by most students shows that while they have a relatively good sense of self-confidence, there is still room for improvement. One step that school counselors (BK) and the school can take is to prioritize an approach focused on improving students' social interaction skills. Additionally, it is important for schools to pay special attention to students who are more introverted or have difficulty socializing with their peers. Students who do not feel fully accepted within their social circles are more likely to experience a gradual decline in self-esteem, which can eventually impact their motivation and performance in academic settings. Social belonging plays a vital role in shaping a student's emotional and psychological well-being; when this sense of belonging is lacking, it can lead to feelings of isolation and self-doubt. Consequently, it becomes essential for educators and school staff to identify students who are at risk of having low self-confidence. Early identification allows for timely and tailored interventions that can address the specific needs of these individuals.

One effective way to support such students is by implementing structured guidance and counseling programs aimed at enhancing their social competencies. These programs may include activities such as public speaking workshops to improve verbal expression, group-based tasks that foster teamwork and collaboration, as well as training in emotional regulation to help students better manage stress and interpersonal conflict. By equipping students with these essential life skills, schools can create opportunities for them to interact more confidently with peers and develop stronger, more positive relationships.

Moreover, schools should strive to cultivate a holistic and inclusive environment that values not just academic excellence but also emphasizes personal growth, character building, and social-emotional development. When students feel that their school supports their overall well-being and personal development, they are more likely to engage in meaningful peer interactions and feel empowered in their social environments. This supportive culture can significantly enhance the overall school climate and strengthen peer connections, which, in turn, contributes positively to students' self-worth and confidence.

Equally important is the collaboration between schools and families. Parents play a critical role in nurturing their children's emotional and social maturity. By working together, schools and parents can provide consistent support both at home and in the classroom. This partnership helps students navigate various social challenges and builds a stable foundation for emotional resilience. In summary, the research findings clearly indicate that the nature and quality of peer relationships have a profound influence on students' levels of self-confidence. Strengthening interpersonal connections among students and fostering a nurturing school environment can serve as powerful tools for enhancing self-esteem. Beyond the immediate benefits of improved confidence, these efforts lay the groundwork for students' long-term success, both academically and in their broader personal development.

CONCLUSION

This study aims to examine the impact of peer interaction on the self-confidence of 11th-grade students at SMAN 6 Kota Bogor. Based on the data analysis, it was found that peer interaction has a significant impact on students' self-confidence levels. The majority of students at SMAN 6 Kota Bogor have a moderate level of peer interaction, which contributes to a fairly stable level of self-confidence. These results support the hypothesis that healthy and positive interactions with peers can strengthen students' self-confidence.

Furthermore, this study also indicates that positive peer interaction, including emotional support, openness within groups, and acceptance in social circles, plays an important role in boosting adolescents' self-confidence. These findings are consistent with various previous studies that state that supportive social interactions can enhance self-esteem and self-confidence in adolescents. Therefore, the quality of social relationships among peers becomes a crucial factor that influences the development of students' self-confidence.

However, this study also revealed that a small number of students reported low levels of peer interaction and felt less accepted in their social groups. This suggests that although the majority of students experience the positive effects of their social relationships, there is a group of students who face difficulties in establishing healthier social interactions. This condition may hinder the development of their self-confidence, and thus, special attention from the school and school counselors (BK) is needed to address this issue and provide more support to students in need.

Overall, this study provides strong evidence of the importance of peer interaction in shaping and strengthening students' self-confidence. The findings of this study are expected to provide insights for school counselors (BK) and school administrators to design programs that foster positive social relationships among students. In doing so, schools can create a more inclusive and supportive environment for the psychological and social development of students, which, in turn, will enhance the quality of their academic and personal lives.

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