

The Contribution of Social Skills and Peer Attachment to the Subjective Well-Being of Adolescents with Dayak Ethnic Backgrounds in West Borneo

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Abstract

Ideally, this research is motivated by the problems that exist in adolescents related to happiness in life they experience. Social skills and peer attachment are factors that affect the subjective well-being of adolescents. This study aims to determine how big the contribution of social skills and peer attachment to the subjective well-being of adolescents with Dayak ethnic background. The research method used is quantitative with descriptive correlational type. The study population was all students of class X, XI and XII at SMA Negeri 2 Sanggau located in Sanggau Regency with various cultural backgrounds. The research sample amounted to 125 people, who were selected by purposive random sampling technique, namely sampling by determining the criteria for a Dayak cultural background. The instrument used is a checklist with a Likert model scale. Data were analyzed by descriptive statistics, simple regression, and multiple regression. The research findings show that: (1) subjective well-being of adolescents is 75.2% in the high category, (2) on average 73.6% social skills are in the high category, (3) adolescent peer attachment shows high results with an average of 64.8%, (4) social skills have a fairly strong contribution to the subjective well-being of adolescents by 58.3%, (5) the contribution of peer attachment to subjective well-being of adolescents is 30.8 %, and (6) the contribution of social skills and peer attachment to subjective well-being is quite high at 69.4%. Happiness in life in adolescents is not only measured based on social skills and peer attachment to subjective well-being, which means that adolescents are able to express themselves in socializing well so that social skills have a large contribution to life satisfaction.

Keywords: *Social Skill, Peer Attachment, Subjective Well-being, Etnis Dayak.*



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Introduction

During the pandemic, many field findings related to adolescents who were less fortunate and had subjective well-being levels that tended to decline or even low. Several research results in Indonesia also show that the subjective well-being of adolescents has not been in line with expectations. Rahayu (2020) in his research found that the subjective well-being of

adolescents is currently still in the moderate category. Subjective well-being conditions that exist in individuals are also influenced by these things which cannot be separated from the dimensions of subjective well-being itself, both cognitively and affectively. Some of these factors are social skills, which are strong factors that affect subjective well being.

Adolescence is a time of physical, cognitive, social and ethical changes. These changes can cause adjustment problems in adolescents Eryilmaz (2011). Adolescents who are not prosperous will find it difficult to overcome problems that occur during the development process. (Huebner, 1994) Adolescents grow and develop in accordance with the culture handed down by their parents. Culture also controls individual actions in behaving. It should be clarified that social skills are very decisive in preventing deviations in adolescents. If adolescents have good maturity in attitude, emotion, and thought, this indicates that they are aware of the need to have a happy life (Yusuf, 2006).

For teenagers who have a Dayak ethnic background, have advice and rules handed down from their ancestors regarding life and manners, advice in culture affects character, behavior and applicable adab and becomes a provision in life. The values and advice that are expressed in the Dayak language are "Oloh je tau handles sean tarung bacura oloh bakase." Which means (a person who is civilized can elevate the dignity of parents and culture) where the existing values and rules live ingrained and are firmly held from generation to generation, even perceived as identity, It will be difficult to change and leave unless it is intentionally discarded or left alone. just like that (Barrocas, A.L, 2009).

Culture also controls individual actions in behaving (Baytemir, K, 2016). It should be clarified that social skills are very decisive in preventing deviations or maladaptive behavior in adolescents. Until now, there are still teenagers who have not been able to achieve good social skills so that teenagers vent their anger and emotions by writing words on social media and tend to display negative posts, this indicates that social skills are individual skills in expressing positive feelings. and negative as well as skills to interact with others in a social context. (Muta'adin, 2002).

Without having social skills, humans cannot interact with other people in their environment because social skills are needed in social life. Hersen & Bellack (2007) Social skills can be understood as learned behavior that is socially acceptable, which allows people to interact and communicate with others in ways that produce positive responses and help in avoiding negative responses from others (Cartledge and Milburn). 1992).

With the skills to socialize well, it can display positive energy which is ideal for bearing subjective well-being which is full of satisfaction (Triana, 2020). Positive affect is a combination of arousal and pleasure and it includes emotions such as active, alert, and happy. Positive affect indicates pleasant moods and emotions, such as joy and affection Diener et al (2003).

It was further explained that positive affect would be associated with life satisfaction, good self-confidence, good concern for others and good social skills, while negative affect would be associated with feelings of sadness, anger, disappointment, and depression, negative or unpleasant was anger. , sadness, anxiety and worry, stress, frustration, guilt and shame, and envy. Other negative aspects, such as loneliness or helplessness, can also be indicators of pain Diener (2000).

Neufeld (2004) argues that peer attachment is an inherent bond that occurs between a child and his friends, both with someone and with his peer group. From this bond, a child will see and imitate all actions, thinking styles, and will understand all the behavior of their peers.

Peers will be the mediator of the good, the happening, the important and they even have a perception of him.

The existence of peer social support, adolescents will feel warmth and intimacy in the social environment in the peer group. This makes adolescents perceive the peer environment as a pleasant place and provide a sense of security, comfort, peace, and feelings of being loved, so that adolescents can carry out social activities in accordance with their developmental tasks. Nirvana,(2016)

According to Armsden & Greenberg (2012) attachment is a close relationship between a person and another person that is formed due to good communication. In addition to communication, trust is also a result of a strong relationship, where both parties can depend on each other. Peer attachment (attachment) during development, a child not only forms an emotional bond with their parents, but also with other people. The transition in adolescence is marked by exploration and independence both physically and psychologically, so the presence of an attachment figure is important.

Subjective well being is very important in every human life, as well as in adolescents who experience complex processes in biological, psychological, emotional and social aspects. Changes experienced by adolescents affect the happiness or subjective well-being of adolescents (Steinberg, 2005). Subjective well being explores the extent to which individuals are able to achieve a peaceful life from all activities and life events that are run full of joy and sorrow (Diener & Ryan, 2009). By interpreting life cognitively and affectively regarding social skills in life, individuals can form so that they can act emotionally and be able to improve adolescent thinking patterns so that they have subjective satisfaction in life (Argyle, 2001).

The phenomenon in the field of circumstances experienced by adolescents now needs to be followed up by Counseling Guidance Teachers, so that adolescents can achieve independent and happy lives in accordance with existing educational goals (Habsy, 2017). The role of guidance and counseling teachers is important to direct students to be able to get a prosperous life and happiness in life. Guidance and counseling teachers also need to know what hinders the emergence of a sense of happiness in students so that there is ideal progress and change (Nopitasari, 2017).

Guidance and counseling services are needed by teenagers to help achieve and get a life full of happiness, comfort so that teenagers are able to control Various actions in life, Counseling Guidance Teachers can make this condition a challenge so that adolescents are able to avoid maladjustment behavior and appear such as social problems in self-control (Rahmat, 2021).

Method

This research is a quantitative type using a descriptive analysis approach. In this study, what is described is variable X (self-control) and variable Y (subjective well being). The population is students of class X, XI and XII SMA Negeri 2 Sanggau, totaling 137 students. The sample of 125 students was taken by purposive sampling technique with researchers placing various considerations or certain criteria that must be possessed by teenagers who will be samples in this study. The analysis technique uses descriptive analysis by looking for percentages with the help of the SPSS version 20.0 application for windows.

Results and Discussion

Research acquired 2 sanggau senior high schools in the background in ethnic dyaks of students who memenuuhi category has been in tetapkan.berikut this is the result research on the social skill and peer attachment of subjective well-being of young people with back west. ethnic dyaks of west borneo.

Tabel 1. Social skill remaja etnis Dayak (n=125)

Category	Score Interval	f	%
Sangat Tinggi (ST)	≥ 242	26	20,8
Tinggi (T)	196-241	96	73,6
Sedang (S)	150-195	7	5,6
Rendah (R)	104-149	0	0,00
Sangat Rendah (SR)	≤ 103	0	0,00
Total		125	100

From table 1, it can be seen that the social skills of adolescents in general are in the high category, namely 73.6% (96 students). Furthermore, there are adolescent social skills in the very high category of 20.8% (26 students). In the medium category of 5.6% (7 students) and none in the low and very low categories. Based on the research findings regarding social skills, it can be observed in table 2.

Tabel 2. Peer Attachment remaja etnis Dayak (n=125)

Category	Score Interval	f	%
Sangat Tinggi (ST)	≥ 168	39	31,2
Tinggi (T)	136-167	81	64,8
Sedang (S)	104-135	5	4
Rendah (R)	72-103	0	0
Sangat Rendah (SR)	>71	0	0
Total		125	100

From table 2, it can be seen that adolescent peer attachment in general is in the high category, namely 64.8% (81 students). Furthermore, there are adolescent social skills in the very high category of 31.2% (39 students). In the medium category, 4% (5 students) and none in the low and very low categories. Based on the research findings regarding social skills, it can be observed in table 3.

Tabel 3. *Subjective Well Being* remaja etnis Dayak (n=125)

Category	Score Interval	f	%
Sangat Tinggi (ST)	≥ 137	8	6,4
Tinggi (T)	111-136	94	75,2
Sedang (S)	85-110	23	18,4
Rendah (R)	59-84	0	0
Sangat Rendah (SR)	≥58	0	0
Total		125	100

In table 3, it is explained that the subjective well-being condition of adolescents is in the high category, namely 75.2% (94 students). Furthermore, the subjective well being of adolescents in the very high category is 6.4% (8 students) and in the medium category is 18.4% (23 students). There are no students who have subjective well being with low and very low categories. Based on inter-research, there is a significant contribution between peer attachment to adolescent subjective well-being, it can be observed in table 4.

Tabel 4. Hasil Analisis Social skill (X1) dan Peer attachment (X2) terhadap Subjective Well-Being Remaja (Y) remaja etnis Dayak (n=125)

Variabel	<i>Unstandardized Coeficients</i>	T	Signifikansi
	B		
<i>(Constant)</i>	45,749	3,197	0,002
X ₁	0,908	16,621	0,000
X ₂	-0,240	-3,611	0,000

Based on the constant value (a) is 45,749, meaning that if social skills and peer attachment are 0, then the subjective well-being of adolescents is 45,749. The value of the social skill regression coefficient (b1) is positive, meaning that every increase in social skills by 1 will increase the subjective well-being of adolescents by 0.908 with the assumption that other variables are fixed. The value of the peer attachment regression coefficient (b2) is negative, meaning that every increase in peer attachment of 1 will reduce the subjective well-being of adolescents by -0.240 with the assumption that other variables are not fixed.

Conclusion

In the guidance and counseling services that will be provided to students formulated in the BK program, BK teachers or counselors are expected to rearrange the program with actual materials, types of services, and appropriate supporting activities so that the expected counseling services are efficient and effective, and meaningful for students (Prayitno, 2017).

a. *Social Skills*

BK teachers or counselors can improve and develop students' social skills through various types of services, including: information services, individual counseling services, group guidance services, and group counseling services. Through these various types of services on

an ongoing basis and can form, train, develop, improve and shape student self-control to be more focused.

As for examples of material that can be given in the personal, social, learning, and career fields by BK teachers, namely tips for students in fostering good relationships with others, self-management, how to make mind mapping so that notes are more concise, obeying applicable regulations and increasing sense of belonging. self-confident.

b. Peer Attachments

BK teachers or counselors can increase students' peer attachment through various types of services, including: information services, placement and distribution services, individual counseling services, group guidance services, and group counseling. Through these various types of services on an ongoing basis, individuals will have an attachment bond with their peers.

The material that can be given to students in the personal, social and learning fields is instilling trust between friends, tips on keeping secrets, what friendship means. peer etiquette.

c. Subjective Well Being

BK teachers or counselors can improve and develop student self-control through various types of services, including: information services, group guidance, and individual counseling. Through these various types of services, they will continuously shape, train, develop, improve and shape students' self-control to become more focused.

The material that can be given to students in the personal, social and learning fields is fostering social relationships with others, increasing interest in learning in order to obtain satisfactory grades, tips for growing and increasing feelings of happiness in oneself, tips for positive thinking, and tips for becoming tough personality.

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