

THE RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND ADJUSTMENT AMONG STUDENTS WITH DISABILITIES AT SEBELAS MARET UNIVERSITY, SURAKARTA.

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Abstract

This research aims to determine the existence of a relationship between peer social support and adaptation among students with disabilities at Sebelas Maret University. The subjects of this study were 30 students with disabilities at Sebelas Maret University. The sampling technique used total sampling. This study employed peer social support and adaptation scales for data collection. Data analysis utilized Pearson Product Moment correlation. The results showed a correlation coefficient of 0.587 with $p = 0.001$ ($p < 0.05$), indicating a positive and significant relationship between peer social support and adaptation among students with disabilities at Sebelas Maret University, Surakarta.

Keywords: peer social support, adaptation, students with disabilities.

Abstrak

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya hubungan antara dukungan sosial teman sebaya dengan penyesuaian diri mahasiswa disabilitas di Universitas Sebelas Maret. Subjek pada penelitian ini sejumlah 30 mahasiswa disabilitas di Universitas Sebelas Maret. Teknik pengambilan sampel pada penelitian ini menggunakan teknik total sampling. Penelitian ini menggunakan skala dukungan sosial teman sebaya dan skala penyesuaian diri untuk pengumpulan data. Teknik analisis data yang digunakan dalam penelitian ini yaitu menggunakan teknik korelasi Pearson Product Moment. Hasil penelitian ini menunjukkan nilai koefisien korelasi sebesar 0,587 dengan $p = 0,001$ ($p < 0,05$), berarti bahwa terdapat hubungan yang positif dan signifikan antara variabel dukungan sosial teman sebaya dengan variabel penyesuaian diri mahasiswa disabilitas di Universitas Sebelas Maret Surakarta.

Kata kunci: dukungan sosial teman sebaya, penyesuaian diri, mahasiswa disabilitas.

INTRODUCTION

Access to quality education is a fundamental right of every Indonesian citizen. As stated in Article 31, Paragraph 1 of the 1945 Constitution, every citizen has the right to education. The National Education System Law No. 20 of 2003, Article 2, further emphasizes that citizens with physical, emotional, mental, intellectual, and/or social disabilities are entitled to special education. Consequently, diverse ethnic, racial, and cultural backgrounds in Indonesia have equal opportunities to access education. This includes individuals with disabilities, who also have the right to education.

According to Dini (2019), individuals with disabilities are those experiencing long-term physical, mental, intellectual, or sensory limitations. These limitations hinder their full and effective participation in society due to unequal opportunities. Indonesia's Ministry of Social Affairs (2017) categorizes disabilities into four types. Sensorik disabilities involve impairment of senses like visual, hearing, or speech. Physical disabilities affect bodily motor functions, commonly known as paralysis or physical disability. Intellectual disabilities entail below-average cognitive functioning. Mental disabilities involve emotional and behavioral disturbances.

Based on Indonesian disability statistics, the number of individuals with disabilities pursuing higher education is relatively low. According to Ansori (2022, July), only 2.8% of individuals with disabilities attend university. This low percentage is attributed to various factors. Zanki (2015) notes that university studies pose significant challenges, particularly for students with disabilities. The difficulties faced by students with disabilities stem from their impaired conditions, as explained by Indonesia's Ministry of Health (2014) and the National Socio-Economic Survey (2012). Disability encompasses limitations in performing everyday activities due to physical, mental, or sensory impairments. These limitations hinder academic pursuits, primarily due to difficulties in adapting to university life.

According to data from Sebelas Maret University's Disability Studies Center (2023), 66 students with disabilities, including visual, hearing, and physical impairments, are enrolled. Researchers interviewed visually and hearing-impaired students, revealing ongoing challenges adapting to classroom learning and campus life. Visually impaired students face difficulties with animated presentations and assignments. However, they cope with campus navigation. Hearing-impaired students struggle with understanding instructors' high-level language, but peer support helps. Communication and language barriers pose significant social challenges.

According to Zanki's (2015) research on adaptation among students with disabilities in higher education, several challenges emerged. Visually impaired students faced difficulties overcoming self-doubt, underestimation of abilities, adapting to instructors' teaching methods, and navigating campus environments. Hearing-impaired students struggled with understanding visual cues and adapting to dynamic visual objects. Further research by Rosydi and Dwi (2020) highlighted additional challenges, including forming new friendships and adapting to academic demands, such as assignments and exams. These findings underscore the need for targeted support services to facilitate successful integration of students with disabilities into university life.

The adaptation challenges faced by students with disabilities highlight the importance of peer support in facilitating adjustment within university environments (Schniders, cited in Ali & Asrori, 2015). Social support encompasses comfort, care, value, and respect from individuals or groups (Sarafino, 2019). Peer social support is expected to positively impact individuals, enabling effective adaptation to their environment, particularly for students with disabilities at Sebelas Maret University.

METHODS

This study employs a correlational quantitative approach to investigate the relationship between peer social support and adjustment variables among students with disabilities at Sebelas Maret University. The population consists of students with disabilities at the university. Total sampling technique was used, where the sample size equals the population size. Data collection utilized validated and reliable questionnaires: Peer Social Support Scale (35 items) and Adjustment Scale (35 items). Data analysis employed Pearson Product Moment correlation using SPSS.

RESULTS AND DISCUSSION

The Pearson Product Moment correlation analysis yielded significant results ($p = 0.001 < 0.05$), indicating a positive correlation between peer social support and adjustment among students with disabilities at Sebelas Maret University. The positive correlation coefficient ($r = 0.587$) suggests that increased peer social support significantly enhances adjustment to campus life.

This study's findings are supported by previous research. Hasan and Handayani (2014) found a significant correlation ($p = 0.011 < 0.05$) between peer social support and adjustment among deaf students in inclusive schools, with a positive correlation coefficient ($r = 0.531$). Similarly, Rufaida and Kustanti (2017) discovered a positive relationship ($r_{xy} = 0.582$, $p = 0.00 < 0.05$) between peer social support and adjustment among Sumatran students at Diponegoro University, contributing 33.9% to adjustment. These studies affirm the crucial role of peer social support in facilitating adjustment.

Contrasting findings emerged from Zalika and Rusmawati's (2022) study, yielding a correlation coefficient of 0.789 ($p = 0.000$), indicating a strong positive relationship between peer social support and student adjustment. This differs from previous studies (Hasan & Handayani, 2014; Rufaida & Kustanti, 2017) showing moderate correlations (0.531, 0.582). Conversely, Liling and Sarajar (2023) found a weaker positive correlation (0.243) between peer social support and adjustment among Torajan students. These studies highlight varying degrees of correlation between peer support and adjustment across different populations.

This study reveals a moderate correlation (0.40-0.599) between peer social support and adjustment among students with disabilities at Sebelas Maret University. This indicates that peer social support significantly impacts their adjustment. Social support can originate from various sources (Sarafino, 2008), including peers. Peer relationships within academic environments profoundly influence adjustment (Schneider, 1964). This study emphasizes campus life, where students interact with peers, fostering emotional support, encouragement, and other supportive connections.

CONCLUSIONS

This study and similar research demonstrate a significant positive correlation between peer social support and adjustment among students and university students, both with and without disabilities. Therefore, this study concludes that peer social support positively impacts the adjustment process of students with disabilities at Sebelas Maret University. Higher levels of peer social support are associated with greater adjustment among students with disabilities.

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