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STUDENTS' RESPONSES TO RECEIVING SOCIAL SUPPORT FROM PEERS

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Abstract
This study aims to analyze the responses of students who are completing their final assignments in receiving social support from peers. This study is a qualitative study using a descriptive phenomenological approach. The stages used in this study include data collection, data analysis and data validity testing. The results of the study show that students provide two forms of responses, namely (1) closed responses in the form of feelings such as happiness, someone paying attention, sadness, shame, and depression; and (2) open responses in the form of behavioral changes such as being more diligent, more productive, more effective when given social support in the form of direct advice to implement the advice given. These findings indicate that peer social support plays an important role emotionally and behaviorally in accelerating the completion of final assignments.

Kata Kunci:
Mahasiswa; Tugas Akhir; Dukungan Sosial;

Abstrak
Penelitian ini bertujuan untuk menganalisis respons mahasiswa yang sedang menyelesaikan tugas akhir mereka dalam menerima dukungan sosial dari teman sebaya. Penelitian ini merupakan penelitian kualitatif yang menggunakan pendekatan fenomenologis deskriptif. Tahapan yang digunakan dalam penelitian ini meliputi pengumpulan data, analisis data, dan pengujian validitas data. Hasil penelitian menunjukkan bahwa mahasiswa memberikan dua bentuk respons, yaitu (1) respons tertutup berupa perasaan seperti kebahagiaan, diperhatikan, kesedihan, rasa malu, dan depresi; serta (2) respons terbuka berupa perubahan perilaku seperti menjadi lebih rajin, lebih produktif, dan lebih efektif ketika diberikan dukungan sosial berupa saran langsung untuk menerapkan saran yang diberikan. Temuan ini menunjukkan bahwa dukungan sosial teman sebaya memainkan peran penting secara emosional dan perilaku dalam mempercepat penyelesaian tugas akhir.

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INTRODUCTION

Higher education is the final stage of formal education, often referred to as university education, and is offered by both state and private universities (Anwar et al., 2023). One

university that can realize these educational goals is Lambung Mangkurat University (ULM). Of the 12 faculties at ULM, the Faculty of Teacher Training and Education has the largest number of study programs and students, with five Departments comprising 21 Study Programs at the S1 level and 1 Teacher Professional Education. All of these Study Programs have been accredited as Excellent. In accordance with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 13 of 2024 Article 14 Paragraph (1), students are declared to have graduated at a level of education after taking the required courses, successfully defending their final work in the form of a final assignment, and other requirements according to statutory requirements. Students must complete their final assignment to earn a bachelor's degree (S1). The minimum study period is 8 semesters, and the maximum is 14 semesters. In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014, paragraph (17), letter d, concerning the National Standards for Higher Education (SNPT), students are considered to graduate on time if they complete their studies within 4 to 5 years.

Writing a final assignment or thesis is often a daunting task for some undergraduate students, even though it is actually the culmination of all the research they have done during their undergraduate studies, applied in the form of research (Jannah, 2021). Meanwhile, common problems students face in preparing their final assignments include inadequate academic skills and a lack of research interest (Adyafnita & Khairani, 2019). When students reach their final semester, they are required to write a scientific paper, a thesis. Students have responsibilities that must be fulfilled during their studies, including completing assignments on time, managing their time, and performing well on exams (Muntazhim, 2022).

Students are expected to complete their studies on time. However, in reality, students encounter numerous obstacles and challenges in completing their final assignments. Some common obstacles and mistakes students often encounter when writing their final assignments, especially in undergraduate programs, stem from two factors: external and internal. These obstacles and difficulties will always hinder them from completing their final assignments. Completing a final assignment presents various pressures and challenges. Students working on their final assignments tend to isolate themselves and rarely interact with other students. Furthermore, they often shy away from initiatives directed at them. The majority of students with these characteristics are shy.

According to Vygotsky (1978), individuals acquire knowledge and skills through social interactions with others. Learning is influenced not only by internal factors such as intelligence or cognitive abilities, but also by the social environment, including teachers,

peers, and adults. These interactions play a crucial role in shaping an individual's ability and motivation to learn. In line with Vygotsky's view, Albert Bandura emphasized that individuals also learn through observation and interaction within their social environment. Bandura emphasized that individual behavior and the environment influence each other, with behavior shaping the environment and the environment shaping behavior (Hergenhahn & Olson, 2017). In this context, cognitive factors play a role, as individuals not only imitate or interact but also process information and social experiences to shape behavior and motivation to learn.

These two theories align with Bourdieu's (1976) concept of social capital, which emphasizes that strong social relationships can provide support and strengthen an individual's ability to achieve goals. Stable relationships foster trust, respect, and reputation, while material and symbolic exchanges strengthen these social networks. This social capital provides individuals with a foundation for gaining support when facing challenges, including in academic contexts. In everyday life, humans cannot escape interactions with other individuals or groups, both to exchange ideas and to gain social support (Muzakar & Azizurrahman, 2023). By combining the perspectives of Vygotsky, Bandura, and Bourdieu, it is clear that peers play a crucial role in academic contexts. Peers are not only a source of motivation but also a source of social support. Peers are an important source of social support that can foster motivation and self-confidence in students working on their final assignments (Priyanto et al., 2026). Significant peer support can positively impact students and increase their motivation. This support can take the form of advice on problems students face and emotional support (attention) that can help prevent students from feeling stressed, bored, and hopeless. Social support from peers means providing moral and spiritual support, attention, and information to increase student motivation (Dwitami & Selian, 2025).

Graduating on time is certainly every student's desire. In addition, graduating on time is also an indicator of student success in completing their studies. Students in the Faculty of Teacher Training and Education are considered to graduate on time if they complete their studies within 4 years. In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 53 of 2023, Article 18 paragraph (1) concerning learning process standards, in undergraduate or applied undergraduate programs, the minimum study load is 144 (one hundred and forty-four) semester credit units including a final assignment designed with a curriculum period of 8 (eight) semesters (Hadi, 2018)S. For students in the Social Sciences Education Department, FKIP, Lambung Mangkurat University, the 2019 intake is currently the final intake of students who have completed 12 semesters of study and have not completed their final assignments. One contributing factor is

the lack of concern from those around them. The number of students in the 2019 intake of the Social Sciences Education Department who have not completed their final assignments can be seen in Table 1 below:

Table 1. Students of the 2019 Class Who Have Not Completed Their Final Assignments

No.	Study program	Number of Students
1.	History Education	10
2.	Economic Education	1
3.	Geography Education	4
4.	Sociology Education	12
5.	Civics Education	0
6.	Social Studies Education	1
Total		28

Source: Study Program Admin (2025)

Based on Table 1 above, the data were obtained from the 2019 Social Studies Education Department students who had not completed their final assignments. Based on these data, the number of students who have not graduated is mostly from Sociology Education students as many as 12 people, while History Education students as many as 10 people, Geography Education as many as 4 people, Economics Education as many as 1 person, Social Studies Education as many as 1 person and Civics Education students as many as 0 because the 2019 students in the Civics Education Study Program have all graduated. Based on the researcher's initial observations and the data above, the researcher determined that the Sociology Education Study Program would serve as the research location, as it has the most students who are late in completing their final assignments among the Study Programs in the Social Studies Education Department.

The Sociology Education Study Program of the 2019 intake uses a Competency-Based curriculum structure based on the 2017 KKNI, with students required to complete 144 SKS (Semester Credit System). The final assignment or thesis can be taken because it has fulfilled the number of SKS (Semester Credit System) according to the regulations in force in the Sociology Education Study Program (Hadi, 2018). The Sociology Education Study Program has started offering research proposal courses to students since the start of semester 6, thereby increasing the likelihood of graduating on time. However, most students in the 2019 intake took the research proposal course in semester 7, when they were still required to take several courses. Hence, the study load in semester 7 (seven) became heavier than the previous semester.

In the Sociology Education Study Program, specifically the 2019 intake, many students have not yet completed their studies after six years or twelve semesters. Various

factors can delay completion of their final assignments. One factor that causes students to be late in completing their final assignments is a lack of motivation and poor time management. Unstable motivation among students to complete their final assignments is another factor contributing to late completion. Students who are highly motivated to complete their final assignments are more driven to take actions that support their completion (Mawaddah & Ahmadi, 2025).

Basically, students who are completing their final assignments need social support from their social environment, such as family, study program, supervisors, and peers. However, in reality, social support from family and supervisors is less effective because most students are reluctant to disclose their problems to family or supervisors when completing their final assignments. The unwillingness of students to express their problems to their families or supervisors stems from a lack of openness and calm when doing so. Based on the ratio of students who are reluctant to share their problems in Sociology Education, it can be said that the social support and guidance provided by family and lecturers are less effective, as they have not functioned optimally for students completing their final assignments. So the need for peer social support is to increase motivation among students completing their final assignments in Sociology Education.

Peer support plays a role in shaping students' motivation in completing their final assignments. Furthermore, a preliminary study conducted by researchers among Sociology Education Study Program students from the 2019 intake who had not yet completed their final assignments showed that peer social support is crucial in motivating students to complete their final assignments (Robert, 2025). Social support provided by peers includes emotional support, reward support, instrumental or concrete support, and informative support. When a problem arises, individuals who receive social support are shown to be healthier than those who do not. Receiving social support from peers naturally generates a response from the students receiving it.

Social support from peers during the completion of a Sociology Education elicits various responses. Therefore, to determine students' responses to receiving social support from peers when completing final assignments, it is necessary to study and conduct research on these responses. The purpose of this study is to analyze the responses of students completing final assignments in receiving social support from peers.

METHOD

This research is qualitative. In this study, the researcher chose a descriptive-phenomenological approach (Wahyuni, 2023). The phenomenological approach is a valuable

method for understanding students' responses when completing their final assignments and receiving social support from peers. Based on initial data obtained by the researcher, the number of students who have not completed their final assignments from six Study Programs included in the Social Studies Education Department group, the Sociology Education Study Program, there are students from the 2019 intake who have not completed their final assignments the most from other Study Programs, namely, twelve people. Then, among the twelve people, Purposive Sampling was carried out using several specific criteria; from these, seven students were found suitable and used as informants in this study.

The stages in implementing this research include observation, interviews, and documentation (Wahyuni, 2023). (a) observation to see in real terms what the research subjects do. This observation was conducted on campus and in the Study Program reading garden. (b) In-depth interviews to explore the perceptions of students who are completing their final assignments regarding social support from their peers. (c) Documentation in this research includes written data, visuals, and administrative records collected during the research process. Such as a research permit letter from the Postgraduate Program of Lambung Mangkurat University, a letter of summons for students from the 2019 intake in Sociology Education, photos of interview activities, and the field atmosphere during the observation, while maintaining the privacy and research ethics of informants.

The data analysis technique in this study uses thematic analysis carried out by organizing data based on relevant themes, so that it can provide an overview of the role of peers in completing the final assignment, the form of social support from peers, and students' responses to receiving social support from peers in completing the final assignment. In addition, this study also combines data analysis techniques according to Miles and Huberman (2014). Activities in qualitative data analysis are carried out in three steps, namely data condensation, presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). Testing the validity of the data in this study through source triangulation (interviews with different informants), technical triangulation (using observation, interviews, and documentation), and time triangulation (collecting data at different times).

RESULTS AND DISCUSSION

As social beings, humans live in groups and constantly seek to connect with other humans. Humans are creatures capable of thinking and acting, creatures who must be taught to do so (socialization). From this thinking process, social behavior or actions emerge. When these behaviors and social actions are carried out in relationships with others, social

interaction occurs. One relationship that can encourage people to develop their potential is a peer group. Peer interactions can influence behavior, both positively and negatively.

The positive influence referred to is when individuals and their peers engage in beneficial activities, such as forming study groups and adhering to societal norms. Through peer interaction, children can develop social skills and build closeness, improve relationships with friends, and gain a sense of community. Peer social support is support from close friends that can take the form of encouragement, empathy, affection, attention, advice, criticism, suggestions, and information regarding what the individual should do.

Social support from peers in completing a final assignment certainly elicits responses from the students concerned. This was acknowledged by seven students from the class of 2019. Social interaction can also be seen as a process by which people orient themselves to others and act in response to what others say and do. Students who receive social support from peers in completing a final assignment certainly receive various responses or reactions. Students' responses to the final assignment are in the passive and active forms, and students who receive this support can show different reactions depending on the person providing it.

Based on the research, two responses were obtained from students who received peer support in completing their final assignments: open and closed. Open responses are responses that others can observe, while closed responses are responses that others cannot clearly observe.

Students' Closed Responses in Receiving Social Support Given by Peers

Peer support can elicit a response from students completing their final assignments. As Albert Bandura stated, individuals learn by observing and imitating others, a process known as modeling (Suralaga, 2025). While individuals learn cognitively, they are unable to translate that information into behavior due to limitations (Hergenhahn & Olson, 2017). Similarly, students completing their final assignments receive social support from their peers. The response they receive when receiving social support can be closed. This was acknowledged by seven students from the 2019 intake. Peers' responses include feelings, perceptions, knowledge, and attitudes toward the stimulus.

In completing their final assignments, students often receive social support from their peers, and this support is naturally responded to. The response of students completing their final assignments is characterized by closed behavior, in which others cannot clearly observe the response to a stimulus. Facts obtained from students in the 2019 intake indicate that social interaction can also be seen as a process by which people orient themselves to others and respond to what others say and do. According to Bandura, symbols obtained from modeling

will act as templates ("molds") for comparison of actions. During this training process, individuals observe their own behavior and compare it with cognitive representations of the model's experience. People act and react to others to achieve different goals.

Covert behavior occurs when others cannot clearly observe the response to a stimulus. A person's response to this stimulus remains limited to attention, feelings, perceptions, knowledge, and attitudes toward it (Tampubolon & Sibuea, 2022). Therefore, students' responses to receiving social support from peers are covered. Therefore, the stimulus provided by peers is social support, and the student's response to that support is a reaction to the stimulus.

Based on the results of research on student responses to receiving social support provided by peers in the form of closed responses. Closed responses from students of the 2019 class who are completing their final assignments after receiving social support from their peers feel that they are left far behind, feel ashamed, and sad because they feel that they are still in the same place without any movement. On the other hand, students who receive social support from their peers feel happier, more enthusiastic, and more cared for. According to them, without the social support provided by their peers, they feel they will never be able to be in their current position. However, this response is not shown by students to those around them, with peers' support for students completing their final assignments receiving a fairly good response for students' sustainability in completing them.

Students' Open Responses in Completing Final Assignments Receiving Social Support from Peers

Bandura argues that if a person has the physical apparatus to provide an appropriate response, the symbols acquired through modeling will serve as templates for comparing actions. This process continues until a satisfactory match between the observed behavior and the model is achieved. Thus, the symbolic relationship of the modeling experience will create a "feedback" loop that can gradually align one's behavior with the model's, through self-observation and self-correction (Hergenhahn & Olson, 2017). The model in this study is peers, where peers act as providers of social support to students completing their final assignments. The social support provided by peers naturally elicits a response from the students concerned, and the students' response to receiving social support from peers in completing their final assignments.

According to Ajzen, many behaviors humans engage in daily life are under the control of the perpetrator's will, meaning they are carried out consciously and on their own initiative (Sarafino & Smith, 2021). In this study, facts obtained from students in the 2019 intake

indicate that behavior is an action or activity carried out by organisms, including humans. From a biological perspective, all living things, from plants and animals to humans, exhibit behavior because they have specific activities and responses to their environments. Thus, human behavior can be understood as part of the activities that are unique to each individual as a living being. According to Bandura, the environment can shape behavior and vice versa; behavior can shape the environment (Hergenhahn & Olson, 2017). Therefore, according to Bandura's concept, the environment, behavior, and cognitive factors also play important roles in the learning process. Therefore, Bandura's theoretical concept holds that people, the environment, and behavior interact to produce subsequent behavior. According to Bandura, any discrepancy between a person's behavior and a model's behavior will prompt corrective action. This process continues until a satisfactory match between the observer's behavior and the model is achieved (Suralaga, 2025).

Based on this theory, a discussion of the open-response research results was conducted. Seven students of the 2019 class acknowledged this. The form of response shown by students in receiving social support from peers was an open response, where students became more diligent, more productive, more effective, better able to manage time in working on final assignments, even when given social support in the form of advice, some students immediately applied the advice to their final assignment, but there were also students who when they received social support in the form of advice, they would think about the advice first. In completing the final assignment, students received social support from their peers, and those who received it responded positively. This shows that positive acceptance of peer support can accelerate completion of the final assignment and improve academic performance.

CONCLUSION

Social support from peers certainly elicits varied responses from students completing their final assignments. The responses of students receiving social support from peers are in the form of (a) closed responses. After receiving social support from their peers, some students feel happy, while others feel embarrassed and depressed. (b) Open responses from students after receiving social support from their peers make them more diligent, more productive, and more effective when given social support in the form of suggestions that are immediately implemented or considered first.

SUGGESTION

Education at the study program or faculty level emphasizes the importance of developing peer support or peer monitoring programs to help final-year students maintain

motivation and focus as they complete their final assignments. Furthermore, institutions should consider psychosocial approaches to mentoring final-year students to prepare them better to accept and utilize available social support.

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