



The Effect of Peer Attachment and Tolerance on Social Competence in Adolescents

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Abstract

This study aims to examine the effect of peer attachment and tolerance simultaneously and separately on social competence among adolescents. This research employed a quantitative ex-post facto design, which was conducted in the city of Yogyakarta involving 364 adolescents as sample, consisting of 190 females and 174 males. Data were collected through adaptation of SSRS-R for social competence scale with 35 items, of IPPA-R for peer attachment scale with 25 items and modified TDC for tolerance scale with 13 items. The instrument was validated through content validity and reliability based on Cronbach's Alpha coefficient for social competence with the value of 0.804, Cronbach's Alpha for peer attachment scale with the value of 0.704 and Cronbach's Alpha for tolerance scale with the value of 0.690. Data were then analyzed through multiple regression analysis with the result of significance 0.000 ($p < 0.05$). The results show that: (1) there is an effect of peer attachment and tolerance simultaneously on the adolescents' social competence; (2) there is an effect of peer attachment on the adolescents' social competence; and (3) there is an effect of tolerance on the adolescents' social competence. Therefore, it can be concluded that peer attachment and tolerance affect the adolescents' social competence. Peer attachment and tolerance can be strong predictors of social competence among adolescents.

Keywords: *Social Competence; Peer Attachment; Tolerance; Adolescent*

Introduction

Adolescence is one phase in the range of human development, which is a unique period and is always interesting to study, because there are new patterns of life that must be met by individuals at that time. The journey from childhood to adulthood is marked by a long transitional period that shows physical, cognitive, and socioemotion changes that experience rapid development. In the middle and end of childhood, the development of self-understanding and understanding of others becomes more complicated, emotional understanding and moral reasoning increase (Papalia, Old, and Feldman, 2008: 534). Adolescence is a period of transition from children to adulthood, now adolescents are more likely to experience identity crises and confusion in shaping identity in themselves (Jacky, 2019: 244). Adolescence are a period of "storm and stress" in which teens experience mood swings that are not stable (Santrock, 2013).

Santrock emphasized that the task of adolescent development relating to social life includes being able to foster good relations with members of different types of groups and being able to develop skills that are indispensable for performing roles as members of society. One of the competencies needed to interact properly in groups and in society, a person needs social abilities which are often called social competencies. Social competence contains abilities related to individual attributes, social skills, and relationships with peers (Kostelnik, Gregory, Soderman, & Whiren, 2012: 122).

Besides referring to research longitudinally social competence can not only predict negative behavior but also predict children's academic achievement (Malik & Shujja, 2013: 1). Adolescents with high social competence with peers of different ethnicity, religion and race tend to be more tolerant (Williams, Tolan, Durkee, Francois, & Anderson, 2017: 304) because they are more open with diversity, (Gerson & Neilson, 2014: 1).

In the social competence contained several components including various abilities such as problem solving, (Meadan & Monda Amaya, 2008: 158; Richardson, Tolson, Huang, & Lee, 2009: 71; Webster-Stratton, 2012: 283), high self regulation (Kinniburgh, 2013: 425), self-control, (Abdi, 2010: 1175; Findlay & Coplan, 2008: 153), cooperation (Findlay & Coplan, 2008; Klitzing, Stadelmann, & Perren, 2007: 271; Pang, 2010: 1) and empathy (Volk. AA, Schiralli K, 2018: 126). Besides that social competence is proven to reduce problems in adolescent behavior, (Langeveld, Gundersen, & Svartdal, 2012: 381).

Adolescents with low social competence are more likely to be aggressive (McQuade, Breux R, 2016: 498), emotions (negative) that tend to be unstable (neuroticism) (Miers, AC, 2013: 97), feel lonely (social anxiety) (Bédard, K., Bouffard, T., & Pansu, P., 2014: 788) and shyness (Reich, SM 2016: 291). In addition, it refers to the opinions of Leduc, C., & Bouffard, T. (2017: 194) adolescents tend to experience difficulties in life, inability to manage emotions, and poor academic results. Adolescents with low competence will also experience social anxiety more often (Kaepler, A.K., 2017: 371) and even tend to have phobias (social phobia) (Junttila Niina., 2012: 73). Likewise, Masten & Coastworth (Ricca Anggraeni & Endang Ekowarni, 2012: 120) stated that adolescents who do not have social competence will experience obstacles in running friendships, preparation for schooling and academics. Besides that Stichter, (2012: 355) argues that adolescents with low social competence development will get rejection from peers. rejection from peers will have long-term negative effects, such as difficulty developing social relationships. Referring to the opinion of Bédard, K., Bouffard, T., & Pansu, P. (2014: 788), young people with low social competence have a significant risk of experiencing various problems during childhood, adolescence and so on, including rejection from their peers, behavior problems, delinquency, school failure, low self-esteem and low emotional adjustment.

Many factors can have a role in a adolescent's social competence, including factors of attachment to peers (peer attachment) (Santrock, 2013; Moore, 2007). High attachment to peers is associated with positive social competence, bully behavior and violations of low school rules (Walden, Beran, 2012:5) High social competence is positively related to peer communication which is an aspect of attachment peer attachment (Shujja, Malik 2015: 1). According to the research of Trentacosta and Fine, (2010: 2), positive social competence makes adolescents tend to interpret the behavior of their friends positively and there is no intention to be hostile so that it will not hurt their friends because they tend to assume that negative friend behavior is only temporary can be forgiven and tends to be in tolerance.

The city of Yogyakarta, in Central Java, is one of the most ethnically diverse conurbations in Indonesia. Today, the city has a population of about four hundred thousand and has become a melting pot of different religions, languages, cultures, and ethnic groups. Despite the great diversity, there have been hardly any violent conflicts, and Yogyakarta is often pictured as a community of harmony, multicultural

tolerance and accommodation. In fact, this so-called 'EthniCity, (Jong & Tiwikromo, 2017) has become a focal point for understanding the conditions for and management of diversity in Indonesia.

Referring to Berry's research, (2013: 663) is very suitable to describe the condition of Yogyakarta, where the more diverse people (diversity) the presence of tolerance behavior tends to be higher, with the environment around attachment (attachment) more closely. With diverse members of the community will be more supportive of prosocial behavior and they will have a more tolerant attitude, (Spivak, Juvonen, & Graham, 2015: 236). Therefore, researchers are interested in re-examining whether there is an influence of peer attachment and tolerance on social competence in adolescents.

Methodology

A. Type, Location, and Time of Research

In this study, using research with quantitative methods with the type of *ex-post facto*. This research was carried out in three Senior High Schools Yogyakarta in the even semester of the 2019/2020 academic year. Researchers chose the city of Yogyakarta as a place of research because the Central Statistics Agency (BPS) data showed that Yogyakarta has 5 state universities (PTN), 88 PTS (Private Universities) and 2,750 schools from elementary to high schools in 4 districts and 1 Yogyakarta district, making many students from outside the area interested in going to school in Yogyakarta. This makes Yogyakarta one of the cities with the most diverse ethnic diversity in Indonesia. Furthermore as a place of research because of the diversity of the population, especially students which is known as a student city.

B. Research Population and Samples

The population in this study were teenagers of Senior High Schools (SMK) aged 15-18 years with a total of 7,922 students. The technique used in this study using *purposive sampling* and *stratified sampling* to determine which classes will be sampled. Based on the formula of Robert V. Krejcie and Daryle W. Morgan (1970), a sample of 364 adolescents was obtained from a population.

C. Data Collection Techniques and Instruments

The technique in this study uses three questionnaires in the form of a scale that is about social competence, peer attachment and tolerance using five answer choices use a Likert scale with five answer choices. This study consists of 3 variables, namely the social competence, peer attachment and tolerance. Social competence in this study is the score from youth assessment on aspects of cooperation, assertiveness, responsibility, empathy and self-control which is reflected in the *Social Skills Rating System* (SSRS) adapted from Smart and Samson (2003). The higher the scores obtained on these five aspects (collaboration, assertiveness, responsibility, empathy and self-control), the higher the tendency for social competence in adolescents. Peer attachment in this study is the assessment score of adolescents on aspects of communication, trust and alienation which is reflected in the *Inventory of Parent and Peer Attachment* (IPPA) adapted from Armsden and Greenberg (1987). The higher the score obtained in the aspects of communication, trust and alienation, the higher the tendency for peers attachment to adolescents. Tolerance in this study is the youth assessment score on aspects of accepting diversity, respect for diversity and appreciation of diversity which is reflected in the *Tolerance of Diversity Scale* (TDC) modified from Forst (2017). The higher the score obtained in the aspects of acceptance, respect and appreciation of diversity, the higher the tendency for tolerance in adolescents.

D. Instrument Validity and Reliability

In this study, the validity used is content validity, which is that the results of the assessment are validated using the Gregory formula. The validity of Gregory is calculated from 0.8-1 which shows that the validity is very high and means that the items in the scale show very good categories and if the criteria is 0.00-0.19 which indicates that the validity is very low and means that the items in the scale shows a very bad category. In analyzing the data the researcher used *Exploratory Factor Analysis (EFA)* to identify question items that were considered valid if they had values $> 0,05$.

Reliability criteria are said to have a high level of reliability if the results of the study can be measured and trusted. The magnitude of the reliability coefficient is around 0,00-1.00 meaning that if the reliability coefficient reaches 1.00 then the level of reliability is reached. To find out the validity and reliability of the test carried out to find out how many items are valid and invalid on the scale of social competence, peer attachment, and tolerance by looking at the *Cronbach Alpha* coefficient using the SPSS program.

E. Data Analysis Technique

In this study, the first analytical technique is to use statistical descriptive analysis which has the aim to describe a data from very high, high, medium, low and very low categories. In addition, to test the hypothesis the method used is a multiple regression analysis method by calculating the correlation between variables that is the dependent variable of peer attachment and tolerance to the independent variable, social competence.

Then the coefficient of determination (R) test is performed to find out how much the contribution made by the independent variable to the dependent variable. If R has a small value, then the independent variable on the dependent variable is of little value and indicates that there are other factors of the dependent variable. Conversely, if R has a large value, then the independent variable on the dependent variable is of large value and indicates that there are no other factors.

Results and Discussion

A. Research Results

1. Descriptive Statistics

Research data obtained using the SPSS program was carried out to obtain a picture of social competence, peer attachment, and tolerance in 364 adolescents with an age range of 15-18 years. Presentation of this data description includes the mean value, maximum value, minimum value, and standard deviation. The statistical data can be seen in Table 1.

Table 1 Descriptive Statistics

	N	Min	Max	The mean	Standard Deviation
Social Competence	364	68	158	119.28	16.660
Peer Attachment	364	48	108	86.05	10.413
Tolerance	364	22	62	44.08	6.827

a. *Social Competence*

Based on Table 1, the data shows that from 35 items of questionnaire statements with a sample size of 364 respondents, the average value for the social competence variable was obtained with a minimum value = 68, a maximum value = 158, average = 119.28 and a standard deviation of 16.660.

b. *Peer Attachment*

Based on Table 1, the data shows that from 25 items of questionnaire statements with a sample size of 364 respondents, the average value for the peer attachment variable was obtained with a minimum value = 48, a maximum value = 108, average = 86.05 and a standard deviation of 10.413.

c. *Tolerance*

Based on Table 1, the data shows that from 13 items of questionnaire statements with a sample size of 364 respondents, the average value for the tolerance variable was obtained with a minimum value = 22, a maximum value = 62, average = 44.08 and a standard deviation of 6.827.

B. *Results of Pre-Requisite Testing*

After conducting a descriptive statistical assessment, the tests that will be carried out next are the normality test, the heterokedasticity test, and the multicollinearity test.

a. *Normality Testing*

Normality test is performed to determine whether the data obtained is normally distributed or not on each variable used. It is said that the residual value is normally distributed if it has a good regression. It said to be abnormal if there are variables that have strong outliers, while those with normal distribution are the opposite. Data are normally distributed when viewed using normal residuals because the data used are sample data. Based on SPSS 23 results obtained from multiple regression analysis, the following is an overview of the residual normality graph can be seen in the histogram below:

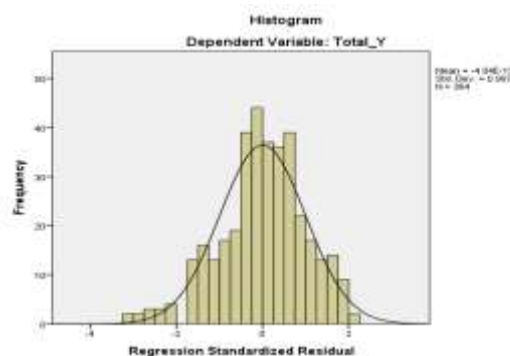


Figure 1. Histogram of the Normality of all variable

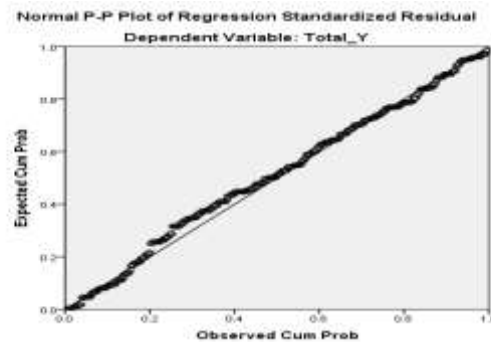


Figure 2. P-P Plot Test for the Normality of all variable

Figure.1 shows the normal curve of the curve, then the residual is considered normal and the assumption of normality is fulfilled. In Figure.2 P-P This normality test plot can strengthen the results of the normality of the previous data, this is indicated by diagonal lines indicating the points are or close to the diagonal lines.

b. Heterokedasticity Testing

Heterokedastisitas test is done to test whether in the regression model there is a similarity in variance from one observer's residual to another observer. Therefore, if the variable shows a significance value > 0.05 ($p > 0.05$), it can be said that variance does not have a heterokedasticity problem and vice versa if the variable shows a significance value < 0.05 ($p < 0.05$), then it can it is said that variance has a heterokedasticity problem. Following the results of the heterokedasticity test the peer attachment variable is 0.100 and the tolerance variable is 0.100, meaning that the value ($p > 0.05$) can be concluded that the data does not occur heterokedasticity.

Table 2 Heterocedasticity Testing Results

No	Variable	α	Remark
1	Peer Attachment	0.100	No heterokedasticity occurs
2	Tolerance	0.100	No heterokedasticity occurs

c. Multicollinearity Testing

Multicollinearity test is performed to determine whether there is a strong relationship between the dependent variables by looking at the results of tolerance and Variance Inflation Factor (VIF). The multicollinearity test in this study was used with the help of the SPSS program . Data is said to not occur multicorrelation if the value of VIF < 10 (VIF $< 10, 00$) and Tolerance value > 0.1 ($T > 0.1$). Following the results of the multicorrelation test of peer attachment variables and tolerance's tolerance variables of

0.867 and VIF of 1.154, meaning that the tolerance value is greater than 0.1 while the VIF value is less than 10.00, it can be concluded that the data does not occur multicollinearity.

Table 3 Multicollinearity Testing Results

No	Variable	Collinearity Statistics		Information
		Tolerance	VIF	
1	PeerAttachment	0.867	1.154	There is no multicollinearity
2	Tolerance	0.867	1.154	There is no multicollinearity

C. Hypothesis Testing Results

Analysis of the data used in hypothesis testing uses multiple regression analysis with the help of the *SPSS* program. This analysis is used to determine whether there is an influence of peer attachment and tolerance on the social competence of adolescents. The following results of the regression analysis can be seen in Table 4.

Table 4 Results of Multiple Regression Analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	44131.973	2	22065.986	140.684	.000 ^b
Residual	56621.882	361	156.847		
Total	100753.854	363			

Based on Table 4, it can be seen from the results of the multiple regression analysis showing the strong influence of peer attachment and tolerance variables on social competence with Sig. 0,000 ($p < 0,05$), it can be concluded that an accepted hypothesis or peer attachment and tolerance can affect social competence in adolescents.

D. Equation of Multiple Regression Line

Based on Table 5, it can be seen from the results of the regression equation peer attachment variables and tolerance towards social competence with the help of the *SPSS* program as follows:

Table 5 Correlation Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	34.208	5.986		5.714	.000
Peer Attachment	.255	.068	.160	3.763	.000
Tolerance	.432	.103	.587	13.844	.000

Based on table 5, it can be concluded that the results of data analysis are obtained with a constant value of 34.208, peer attachment variable at 0.255 and tolerance variable at 0.432 so the regression equation can be written as follows:

$$Y = a + b_1 X_1 + b_2 X_2$$

$$Y = 34,208 + 0,255X_1 + 0,432X_2$$

E. Determination Coefficient (R²)

The coefficient of determination (Rsquare) indicates that there is an influence of peer attachment and tolerance variables on social competence shown in Table 6.

Table 6 Determination coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 ^a	.438	.435	12,524

Based on Table 6 explains that the *R Square* value of 0.438 means that there is a contribution made by the variable peer attachment and tolerance to social competence in adolescents by 43.8% and 56.2% is the contribution of the influence of other variables that have not been examined in this study.

Discussion

Based on the results of the study showed that peer attachment and tolerance affect social competence. In line with several studies conducted by Maarten Herman Walter van Zalk and Margaret Kerr (2014: 1658) found that the decreased tolerance of an adolescent, the decreased social competence of adolescents, which can lead to increased prejudice so as to make attachment between peers become more tenuous because of the absence of trust resulting in communication between friends is increasingly rare, so that between adolescents experience alienation.

Another opinion by Joanna L. William and Jill V. Hamm (2018: 795) says that individuals who are in a more diverse ethnic environment (race), both the school environment and family environment will be more likely to have tolerance, empathy, high self-control besides that in interacting with peers and the

environment around it will be easier to establish cooperation. High social competence makes teenagers more assertive in relationships among adolescents, where they more easily express themselves more positively. Referring to the opinion of Van Zalk, MHW, Kerr, M., Van Zalk, N., & Stattin, H. (2013: 628) an adolescent can express his/her opinion clearly and firmly without hurting the feelings of others, and rejecting people's opinions or invitations others as long as it is in conflict with morals. The results of research by Hjerm, M., Eger, MA, Bohman, A., & Connolly, FF (2019: 2), in adolescent relationships, assertiveness is needed so that we can learn to accept differences from others (acceptance of difference) and can appreciate (respect of difference) so that they can appreciate difference (appreciation of difference). When the things above are formed within the environment of adolescents, it causes positive communication between peers so that trust can be created and peer attachment occurs.

There are two factors that influence social competence, namely peer attachment and tolerance. First for peer attachment if a teenager has trust and establish positive communication continuously with his/her peers, then the existence of alienation by peers will decrease, Miklikowska, M. (2017: 626). In research Romera, García-Fernández, & Ortega-Ruiz, (2016: 71) further interaction interactions will lead to cooperation based on empathy that exists between peers which influences adolescent social competence. Second, for tolerance if adolescents who have positive tolerance, adolescents will be more empathetic to better appreciate the existence of diversity (appreciation of diversity), having previously accepted the existence of diversity (acceptance of diversity), and see the existence of diversity as something positive so that they are more respectful it (respect of diversity).

Other opinions about peer attachment and tolerance have a relationship with social competence, as stated by Retno Pudjiati (2019) in her study of Chinese ethnic minority youth (Chinese-Indonesian young adults) where adolescents who have empathy will tend to be more tolerant with friends who are different ethnicity and culture, and in their daily interactions will be more intensive so that they tend to be more intimate and attached (attachment), without distinguishing minorities or majorities

From the results of the research and explanation above, it can be concluded that peer attachment and tolerance have a strong influence on social competence in adolescents and it can be said that these two variables are predictors of social competence in adolescents.

Research Limitation

The limitation of this research during the research was that the number is limited for the Yogyakarta area, private schools with a multicultural vision that are not based on a particular religion, whereas the sample that should be taken is from private schools that are not religious based. At the time the dissemination of the research questionnaire was almost the same as the holding of the Midterm Examination in several schools, so researchers had to arrange changes to the questionnaire collection schedule in order to obtain all data deemed valid. This study did not analyze separately between male and female subjects. Then this study also did not do a screening in advance in spreading the questionnaire, so the data obtained after analysis could look biased. The limitation of the study during this research is that the research technique uses a random sampling technique where the research sample is taken by the school not randomly, but only classes that are subject less.

Conclusion

There is a significant influence of peer attachment variables and tolerance variables together on social competence of adolescents in Senior High School Yogyakarta District. Seen from the results of multiple regression analysis $\alpha = 0,000$ ($p < 0,05$), which means that there is an effective contribution of

peer attachment variables and social competence to tolerance of 43.8% and another 56.2% is a contribution by other factors not examined in this research.

Implication

The implications of the results of peer attachment and tolerance research on social competence in adolescents, namely that adolescent peer attachment and tolerance can be used as a reference to implement and provide appropriate interventions in solving problems related to social competence of adolescents. In addition, several factors that cause low social competence can provide information for parents and teachers to find solutions in preventing teenagers from having high social competence.

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