

Dicky Firmansyah Revisi 2025.docx

by Check Turnitin

Submission date: 29-Sep-2025 10:44PM (UTC-0500)

Submission ID: 2705238029

File name: Dicky_Firmansyah_Revisi_2025.docx (92.36K)

Word count: 3813

Character count: 25387

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah¹, Chezia Prima Vividia², Futhatul Hilmi³, Lucia Rini Sugiarti^{4*}, Fendy Suhariadi⁵
Master of Psychology Study Program, Universitas Semarang, Central Java

Abstrak

Penelitian ini bertujuan mengungkap makna dukungan teman sebaya dalam membantu mahasiswa pascasarjana mengatasi stres akademik. Pendekatan yang digunakan adalah kualitatif fenomenologi deskriptif, dengan landasan teori Edmund Husserl dan modifikasi metode Amedeo Giorgi. Data diperoleh melalui wawancara mendalam dan dianalisis menggunakan prosedur fenomenologis untuk mengidentifikasi esensi pengalaman yang dialami. Hasil penelitian menunjukkan bahwa dukungan teman sebaya, baik secara emosional maupun informasional, berperan penting dalam menciptakan lingkungan belajar yang suportif dan harmonis. Dukungan ini terbukti meningkatkan kesejahteraan psikologis dan motivasi belajar mahasiswa. Nilai-nilai budaya seperti gotong royong dan solidaritas memperkuat dampak positif tersebut. Namun, efektivitas dukungan bervariasi tergantung pada kebutuhan dan kondisi masing-masing individu. Temuan ini memberikan kontribusi bagi pengembangan kebijakan pendampingan serta pembentukan jejaring sosial di lingkungan pendidikan tinggi.

Kata Kunci: dukungan teman sebaya, fenomenologi deskriptif, mahasiswa pascasarjana, stres akademik, solidaritas

Abstract

This study aims to reveal the meaning of peer support in helping postgraduate students overcome academic stress. The approach used is qualitative descriptive phenomenology, based on Edmund Husserl's theory and a modification of Amedeo Giorgi's method. Data were obtained through in-depth interviews and analyzed using phenomenological procedures to identify the essence of the experiences experienced. The results of the study indicate that peer support, both emotional and informational, plays an important role in creating a supportive and harmonious learning environment. This support has been shown to improve students' psychological well-being and learning motivation. Cultural values such as mutual cooperation and solidarity strengthen these positive impacts. However, the effectiveness of support varies depending on the needs and conditions of each individual. These findings contribute to the development of mentoring policies and the formation of social networks in higher education environments.

Keywords: academic stress, descriptive phenomenology, peer support, postgraduate students, solidarity

***Corresponding Author:**

Lucia Rini Sugiarti

Article History

Submitted: xx xxx 202x

Accepted: xx xxx 202x

INTRODUCTION

Graduate education represents an advanced academic stage that entails a variety of intellectual, psychological, and emotional demands. Postgraduate students often face intensive academic workloads, rigorous research responsibilities, financial constraints, and pressure to meet high academic standards (Hidayat & Darmawanti, 2022). These challenges can lead to heightened levels of academic stress, anxiety, emotional exhaustion, and even burnout (Basar et al., 2021). According to a national survey by the Indonesian Psychological Association, approximately 64% of postgraduate students in Indonesia report experiencing moderate to severe academic stress, with 37% stating that it negatively impacts their concentration, emotional well-being, and academic performance. Additionally, WHO data 2022 suggests that the mental health burden among university students in Southeast Asia is increasing, with postgraduate students being particularly vulnerable due to role overload and lack of institutional psychological support (Faqih, 2020).

Academic stress, as a multidimensional phenomenon, has been linked to impaired academic performance, reduced life satisfaction, and diminished psychological well-being. In

response to this growing concern, scholars have explored various protective factors that may buffer students against psychological distress (Shabana Akhtar & Naeem Akhtar, 2024). One such factor is peer support, which plays a critical role in creating a psychologically safe and emotionally supportive academic environment (Nnadozie & Khumalo, 2023).

Theoretically, social support theory emphasizes the stress-buffering function of interpersonal relationships, particularly those with individuals facing similar challenges (Dalimunthe & Daulay, 2024). Peer support comprises emotional, informational, and appraisal components, all of which are relevant in the context of academic strain. Prior studies have confirmed the positive influence of peer relationships in enhancing student motivation, promoting resilience, and reducing feelings of isolation (Yuhbaba et al., 2024). Emotional empathy, shared academic experiences, and mutual encouragement foster an atmosphere of validation and belonging.

However, a critical review of previous literature reveals a research gap in capturing the subjective and contextualized meaning of peer support among postgraduate students in Indonesia. Quantitative studies such as Homer et

Commented [BA3]: Dicky RV1 point 13 :

Menyediakan Landasan Teoretis

Dengan merujuk pada penelitian sebelumnya, seperti yang dilakukan oleh Shabana Akhtar & Naeem Akhtar (2024) dan Yuhbaba et al. (2024), kajian ini mendukung bahwa faktor protektif, termasuk hubungan teman sebaya, memainkan peran penting dalam mengurangi tekanan psikologis dan meningkatkan motivasi serta resiliensi. Ini memberikan landasan ilmiah yang relevan untuk topik yang diangkat.

Commented [BA1]: Dicky RV1 point 12

- menyebutkan data dari survei nasional oleh Indonesian Psychological Association bahwa 64% mahasiswa pascasarjana mengalami stres akademik sedang hingga berat, dengan 37% mengakui dampak negatif pada konsentrasi, kesejahteraan emosional, dan kinerja akademik.
- Data ini menunjukkan seberapa besar dan signifikan masalah stres akademik pada mahasiswa magister.

Commented [BA4]: Dicky RV1 point 13

Mengidentifikasi Kesenjangan dalam Literasi

Penelitian sebelumnya menunjukkan pentingnya hubungan sosial dalam mendukung kesejahteraan siswa, tetapi mungkin belum mencakup aspek-aspek tertentu seperti konteks budaya Indonesia atau dinamika dukungan teman sebaya secara mendalam. Hal ini memberikan peluang untuk mengembangkan perspektif baru.

Commented [BA2]: Dicky RV1 point 12

- menambahkan perspektif global melalui data WHO 2022, yang menunjukkan bahwa beban kesehatan mental mahasiswa di Asia Tenggara meningkat, dengan mahasiswa magister berada pada risiko lebih tinggi karena beban peran dan kurangnya dukungan psikologis institusional.
- Ini menyoroti bagaimana isu stres ini relevan secara internasional dan mendalam pada konteks regional.

Commented [BA5]: Dicky RV 2 point no 12

- mengidentifikasi adanya kekurangan dalam penelitian sebelumnya, khususnya dalam memahami pengalaman subjektif dan konteks dukungan teman sebaya bagi mahasiswa pascasarjana di Indonesia.
- Hal ini menunjukkan kebutuhan mendesak untuk penelitian kualitatif yang lebih mendalam dalam menangkap realitas kompleks mahasiswa, sehingga memberikan justifikasi akademik.

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

al., (2021) and Simanjuntak, (2022) have documented correlations between peer support and academic motivation or mental health outcomes, yet they often overlook the nuanced, lived experiences behind these correlations. Furthermore, much of the existing literature tends to generalize peer support mechanisms without examining how such support is internalized, constructed, and interpreted within specific sociocultural contexts, such as Indonesia, where values like *gotong royong* and *kolektivitas* may uniquely shape peer dynamics (Akbar & Hayati, 2023).

To fill this gap, the present study adopts a qualitative phenomenological approach to explore the subjective meaning and perceived value of peer support among postgraduate students coping with academic stress. Unlike prior research that often treats peer support as a static variable, this study investigates how such support is experienced and interpreted by individuals within their social and academic environments. The novelty of this research lies in its focus on the *internalization process* of peer support as an emotional coping mechanism, offering culturally relevant insights that may inform more effective and empathetic student support strategies in Indonesian higher education settings.

METHOD

This study employed a qualitative approach with a descriptive phenomenological design, aiming to explore the lived experiences of

postgraduate students regarding peer support in coping with academic stress. The research was grounded in Edmund Husserl's phenomenology, as operationalized through the analytical steps developed by (Asrar & Taufani, 2022). However, beyond theoretical foundations, the research process was conducted systematically with clearly defined stages of data collection and analysis.

Research Participants and Sampling

The participants in this study were three postgraduate students from different academic disciplines: Economic Law, Psychology, and Civil Engineering. These participants were selected using purposive sampling, with the criteria that they: (1) are currently enrolled in a postgraduate program, (2) have experienced academic stress, and (3) have received or perceived peer support during their studies. This diversity of disciplines was intended to capture varied yet comparable perspectives on peer support. The participants' identities were anonymized using initials (DKAR, MD, I) for ethical reasons.

Development of Interview Questions

The interview questions were constructed based on the theoretical framework of social support, particularly drawing from House's (1981) in Rohmatillah, (2021) typology of social support emotional, informational, instrumental, and appraisal support. These types were adapted to the academic context to explore how peer interactions influence stress management. In addition, phenomenological principles guided the wording of open-ended

Commented [BA6]: Dicky RV 2 point no 12

- mengidentifikasi adanya kekurangan dalam penelitian sebelumnya, khususnya dalam memahami pengalaman subjektif dan konteks dukungan teman sebaya bagi mahasiswa pascasarjana di Indonesia.
- Hal ini menunjukkan kebutuhan mendesak untuk penelitian kualitatif yang lebih mendalam dalam menangkap realitas kompleks mahasiswa, sehingga memberikan justifikasi akademik.

Commented [BA8]: Dicky RV1 point 16

"The research process was conducted systematically with clearly defined stages of data collection and analysis"

menunjukkan bahwa tahapan pengumpulan data dan analisis sudah dirancang secara jelas dan sistematis sesuai dengan pendekatan fenomenologis yang digunakan.

Commented [BA7]: Dicky RV 2 point no 12

- **Penekanan pada Konteks Spesifik**
Saya menunjukkan bahwa banyak penelitian sebelumnya cenderung mengeneralisasi mekanisme dukungan teman sebaya tanpa memperhatikan konteks sosiokultural yang spesifik. Dengan menyoroti bagaimana nilai-nilai seperti *gotong royong* dan *kolektivitas* di Indonesia memengaruhi dinamika dukungan teman sebaya, penelitian ini menawarkan sudut pandang baru yang belum banyak dibahas dalam literatur sebelumnya.

- **Identifikasi Celah Penelitian**

Dengan menyebutkan kurangnya eksplorasi tentang bagaimana dukungan teman sebaya diinternalisasi, dikonstruksi, dan ditafsirkan dalam konteks sosiokultural tertentu, saya secara eksplisit mengidentifikasi **kesenjangan penelitian** yang ingin diisi oleh studi ini. Hal ini menegaskan keunikan penelitian ini dibandingkan dengan studi sebelumnya yang bersifat lebih umum.

- **Penguatan Kebaruan**

Penelitian ini memberikan kebaruan dengan mengaitkan mekanisme dukungan teman sebaya dengan **nilai-nilai budaya lokal** yang spesifik, sehingga relevan dan unik dalam konteks Indonesia. Dengan merujuk pada penelitian sebelumnya (Akbar & Hayati, 2023), saya memperkuat argumen bahwa ada kebutuhan untuk kajian lebih mendalam di area ini.

Commented [BA9]: Dicky RV 1 point no 17

Kalimat tersebut dapat menjawab review "Jelaskan jumlah sampel dan karakteristiknya" karena mengandung informasi berikut:
Jumlah sampel: Disebutkan secara eksplisit bahwa peserta dalam penelitian ini adalah *tiga mahasiswa pascasarjana*.

Karakteristik sampel:

Bidang akademik: Sampel berasal dari tiga disiplin ilmu yang berbeda, yaitu *Economic Law, Psychology, dan Civil Engineering*.

Kriteria pemilihan: Ditetapkan berdasarkan kriteria berikut:
Sedang terdaftar dalam program pascasarjana.

Pemah mengalami stres akademik.

Menerima atau merasakan dukungan dari rekan selama studi.

Keberagaman: Dipilih secara sengaja (*purposive sampling*) untuk mendapatkan perspektif yang beragam tetapi tetap dapat dibandingkan terkait dukungan antar-rekan.

Aspek etika: Identitas peserta disamarkan menggunakan inisial untuk menjaga kerahasiaan dan memenuhi standar etika penelitian. Penjelasan ini sudah cukup jelas untuk memenuhi kebutuhan review tersebut.

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

questions to elicit rich, first-person narratives. A semi-structured interview format was used, allowing participants to express their experiences freely while ensuring thematic consistency across interviews.

Data Collection

Data were collected through in-depth, face-to-face interviews, each lasting approximately 45–60 minutes. All interviews were conducted in a comfortable and private setting agreed upon by the participants to ensure psychological safety. With the consent of participants, the interviews were audio-recorded and later transcribed verbatim. Prior to data collection, informed consent and ethical clearance were obtained.

Data Analysis

The analysis followed Giorgi's (2009) in Septiana, (2021) five-step phenomenological method, adjusted for practical application:

1. Reading the entire transcript to gain a general sense of the whole experience.
2. Identifying meaning units related to peer support and academic stress.
3. Transforming meaning units into psychologically sensitive expressions.
4. Synthesizing invariant themes across participant narratives.
5. Constructing a general structural description that captures the essence of the phenomenon.

During analysis, the researcher applied *epoché* (bracketing) by setting aside personal

biases and preconceptions to fully attend to the participants' accounts.

Data Triangulation

To ensure trustworthiness and credibility, this study employed methodological and data triangulation:

1. Method triangulation was applied by comparing findings from different participants across disciplines.
2. Data source triangulation involved re-checking responses through follow-up discussions and member checking, where participants were invited to review the interpreted themes for accuracy.
3. Peer debriefing was also conducted with qualitative research colleagues to challenge interpretations and maintain objectivity.

Through this rigorous and transparent methodology, the study aimed to accurately capture and represent the nuanced experiences of postgraduate students in receiving peer support during stressful academic periods, particularly within the cultural context of Indonesian collectivism, where values such as *gotong royong* and solidarity play a crucial role.

RESULTS

To attain a nuanced comprehension of the significance of peer support in managing academic stress throughout postgraduate studies, the researcher conducted in-depth interviews with three participants originating from distinct academic disciplines namely, Master of Economic Law, Master of Psychology, and

Commented [BA10]: Dicky RV1 point 18

Kalimat tersebut menjawab review tersebut dengan memberikan informasi tentang proses penyusunan pertanyaan wawancara dan grand theory yang dijadikan acuan. Berikut adalah penjelasan mengapa kalimat tersebut relevan:

1. Proses Penyusunan Pertanyaan Wawancara

Kalimat menjelaskan bahwa pertanyaan wawancara disusun berdasarkan kerangka teoritis yang ada, yaitu menggunakan prinsip-prinsip fenomenologi. Ini menunjukkan bagaimana pertanyaan dirancang untuk mendapatkan narasi mendalam dari sudut pandang partisipan, yang merupakan inti dari pendekatan fenomenologis.

"Phenomenological principles guided the wording of open-ended questions to elicit rich, first-person narratives."

2. Grand Theory yang Dijadikan Acuan

Kalimat tersebut menyebutkan secara eksplisit bahwa kerangka teori sosial dukungan dari House (1981) dalam Rohmatillah (2021) menjadi acuan utama. Teorini menjelaskan empat jenis dukungan sosial—emosional, informasional, instrumental, dan apresiasi—yang kemudian diadaptasi ke konteks akademik.

"The interview questions were constructed based on the theoretical framework of social support, particularly drawing from House's (1981) in Rohmatillah, (2021) typology of social support."

Dengan demikian, kedua elemen dalam permintaan review sudah terpenuhi: ada penjelasan bagaimana pertanyaan wawancara dibuat (menggunakan prinsip fenomenologi), dan ada grand theory yang jelas dijadikan acuan (House's typology of social support).

Commented [BA12]: Dicky RV1 & RV 2 point 21

• Penjelasan Langkah Triangulasi Metode

Kalimat "Method triangulation was applied by comparing findings from different participants across disciplines" menjelaskan bahwa Anda menggunakan pendekatan triangulasi metode, yaitu membandingkan hasil dari berbagai partisipan dari disiplin ilmu yang berbeda. Ini menunjukkan bahwa data tidak hanya diambil dari satu sudut pandang atau sumber tunggal, melainkan diuji lintas metode.

• Penjelasan Triangulasi Sumber Data

Kalimat "Data source triangulation involved re-checking responses through follow-up discussions and member checking" menegaskan bahwa triangulasi dilakukan dengan mengecek ulang data melalui diskusi lanjutan dan member checking. Proses ini memastikan bahwa interpretasi data konsisten dengan pengalaman dan pandangan peserta penelitian.

• Penjelasan Peer Debriefing

Kalimat "Peer debriefing was also conducted with qualitative research colleagues to challenge interpretations and maintain objectivity" menambahkan elemen triangulasi lain, yaitu dengan melibatkan rekan peneliti untuk menguji interpretasi data. Hal ini penting untuk menjaga objektivitas dan mengurangi potensi bias dari peneliti.

Commented [BA11]: Dicky RV2 point 16

Kalimat tersebut menjawab kritik "Jelaskan tahapan penelitian yang benar-benar dilakukan, bukan menjelaskan tahapan teoritis" karena menggambarkan langkah-langkah yang benar-benar diterapkan dalam penelitian, meskipun langkah-langkah tersebut berasal dari kerangka teoritis (Giorgi's method). Peneliti menyatakan bahwa metode Giorgi (2009) telah disesuaikan untuk aplikasi praktis, artinya tidak hanya merujuk teori, tetapi juga menunjukkan bahwa langkah-langkah tersebut dilakukan secara konkret dalam penelitian ini.

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

Master of Civil Engineering. The primary objective of these interviews was to explore their perspectives, lived experiences, and the forms of support perceived as most impactful during their academic journey.

The interviews were carried out using a semi-structured format, incorporating pre-formulated core questions while allowing flexibility for the informants to elaborate on their

personal narratives and contextual insights. The collected data were then systematically organized by aligning the responses with corresponding guiding questions from each participant. This classification facilitated a more detailed thematic analysis of the various dimensions of peer support articulated during the interviews. Below is a synthesized summary of the key insights obtained:

Table 1. Research Interview Result Matrix on Peer Support for Postgraduate Students'

Academic Stress

No	QUESTION	INFORMANT 1 (DKAR, Master of Economic Law)	INFORMANT 2 (MD, Master of Psychology)	INFORMANT 3 (I, Master of Civil Engineering)
1	How do you interpret peer support in dealing with academic stress during postgraduate studies?	Helps express complaints and reduce stress	Very important, helping each other reduce the burden	Support is very meaningful and most helpful
	Can you tell us about a time when you felt really helped by your peers?	Spending time together for simple activities	When encouraged and asked how are you	Help when stuck thesis informationally and emotionally
	What form of support did you feel the most? Emotional, informational, or other?	Emotional, friends become good listeners	Emotional, strengthening each other	Informationally, help direction and view of the task
2	What type of peer support helped you the most in managing academic stress?	Empathy, sense of security, positive validation	Emotional support	Moral and psychological support
	In your opinion, which of these supports is more helpful in reducing academic stress?	Empathy because of understanding pressure	Helping each other without bringing down	Moral and psychological support
	How do you feel when asking friends for help in academic activities?	Initially embarrassed, then feeling relieved and comfortable	Initially awkward, then comfortable and helped	Unpleasant, but grateful friends want to help
3	In the context of Indonesian culture, do you think peer support influences reducing academic stress?	Mutual cooperation and empathy help reduce stress	Culture of helping if utilized properly	The culture of helping each other is very influential

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

	Do you feel that values such as mutual cooperation or solidarity influence interactions between peers?	Increase interactions such as sharing materials, joking	Cultivating comfort in communication	Creating harmony and togetherness
4	In your opinion, what is the difference in the role of peer support compared to support from family or lecturers in dealing with academic stress?	Friends are more relatable, family understands less about the times	Friends understand better because they experience it firsthand	Friends provide emotional support, family/lecturers are more about the material
	In certain situations, whose support do you rely on the most?	Boyfriends, because they understand the most	Friends for academic stress, but family is still important	Family remains number one in all conditions
	What do you usually expect from peers that you can't get from lecturers or family?	A sense of mutual understanding without judging	Can help each other with assignments or materials	Psychological assistance because of equality of thought
5	In your experience, how has peer support affected your psychological well-being during postgraduate studies?	Reduces stress and makes you calm during discussions	Reducing anxiety in assignments	Reducing stress through relaxation activities with friends
	Does this support make you feel more optimistic, calm, or confident?	More calm, optimistic, and confident	Feeling someone understands, feeling supported	Calm and confidence increase
	Have there been any significant changes in your mental health since having this support?	Not significant, but helps overcome stress	Yes, anxiety is reduced	Yes, from being reluctant to being enthusiastic because of support

Source: Interview, 2025

Insights derived from in-depth interviews with three postgraduate students from diverse academic disciplines reveal that peer support plays a pivotal role in mitigating academic stress. This aligns with House's (1981) in Tama, (2022) Social Support Theory, which categorizes social support into four types: emotional, instrumental, informational, and appraisal support. Among these, the participants

highlighted emotional and informational support as particularly impactful.

Emotional support was reflected in peers' empathetic listening, motivational presence, and shared understanding of academic pressures. This observation is consistent with Lazarus and Folkman's (1984) in Lim Xin Yi, (2023) Transactional Model of Stress and Coping, which posits that emotional support

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

enhances an individual's coping capabilities when dealing with high-stress situations.

In addition, informational support was perceived as essential, particularly in navigating academic challenges such as understanding course content, completing assignments, and managing thesis work (Aratrika Datta, 2024). These findings suggest that peers not only provide emotional reassurance but also function as informal educational resources that bolster academic self-efficacy. This is in line with Vygotsky's constructivist notion of peer-assisted learning and the Zone of Proximal Development (ZPD), which emphasizes learning through social interaction.

Furthermore, the interviewees noted a distinction between the support provided by peers and that from family or academic supervisors. Family members were generally seen as offering moral and financial support, while lecturers or advisors were perceived as emotionally distant. In contrast, peers were regarded as more relatable due to their similar academic burdens and experiences, making their support more contextually relevant. This observation supports Cohen and Wills' (1985) in Lynam, (2021) Buffering Hypothesis, which proposes that contextually appropriate social support can act as a buffer against the detrimental effects of stress.

Cultural elements also appear to reinforce the presence of peer support. Indonesian collectivist values such as mutual cooperation (*gotong royong*), solidarity, and

shared struggles contribute to the emergence of psychosocial support within academic communities. These cultural norms not only enhance the functionality of peer support but also strengthen social cohesion among students.

In summary, supportive peer relationships significantly assist graduate students in coping with academic demands. Beyond stress reduction, such support promotes psychological well-being, fosters emotional stability, builds confidence, and enhances motivation to complete academic pursuits.

DISCUSSION

Interviews conducted with three postgraduate students from diverse academic backgrounds reveal that peer support plays a pivotal role in managing academic stress. These findings align with House's (1981) in Virginie, (2016) social support framework, which categorizes support into four dimensions: emotional, instrumental, informational, and appraisal. All four types were consistently evident in the participants' accounts, suggesting that postgraduate students rely on their peers not only for practical assistance but also for emotional reassurance and academic information sharing.

This observation echoes the results reported by Maulana, (2019), who found that peer relationships significantly alleviate academic stress among final-year students, particularly during thesis completion. The presence of peers undergoing similar academic demands contributes to feelings of empathy and shared

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

experience, thereby reducing the sense of isolation. Supporting this, Maszura et al., (2024) emphasized that during the COVID-19 pandemic, peer support emerged as a crucial buffer against stress among postgraduate students, especially given limited face-to-face interaction with faculty and family.

In the context of stress coping mechanisms, these findings reinforce the Transactional Model of Stress and Coping by Lazarus and Folkman (1984) in (Sari, 2019). Participants appeared to engage in both emotion-focused coping (such as seeking empathy and venting) and problem-focused coping (such as sharing study strategies and information), utilizing peer relationships as a dual-function coping resource. This adaptive function demonstrates how peer interactions contribute to stress regulation in complex academic environments.

Annisa et al., (2025) similarly argued that peer support exerts a stronger influence on academic resilience among master's students than faculty support. This is reflected in the informants' perceptions that peers are more accessible, communicate more informally, and possess a shared understanding of academic pressures due to their common context.

From a sociocultural lens, Vygotsky's concept of the Zone of Proximal Development (ZPD) illustrates peer assistance as a form of scaffolding, enabling students to overcome academic challenges they could not surmount alone. In this framework, peer support serves not

only as an educational aid but also as an emotional buffer.

Cultural norms in Indonesia, which emphasize collectivism, further reinforce the salience of social bonds among students. Darmawanti, (2022) found that students in collectivistic societies are more likely to turn to close social networks including peers when coping with both academic and emotional stressors. This cultural context provides additional explanatory value to the current findings.

Additionally, peer support manifested through the exchange of learning strategies, shared academic resources, and informal collaborations, all of which enhanced learning motivation and efficiency. This aligns with Basar et al., (2021), who found that students actively involved in informal study groups were more likely to complete their final projects compared to those lacking active social support.

In conclusion, peer support emerges as a significant protective factor in the academic stress experiences of postgraduate students. Higher education institutions should therefore consider fostering environments that promote positive social interactions, peer learning communities, and platforms for student-to-student dialogue as proactive strategies to mitigate academic stress.

A key strength of this study lies in its in-depth exploration of participants' lived experiences using a phenomenological approach, which enables rich and nuanced

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

understanding of peer support in the Indonesian postgraduate context. The diversity of academic backgrounds among participants also enhances the transferability of findings across disciplines.

However, the study is limited by its small sample size and reliance on self-reported data, which may be influenced by recall bias or social desirability. Additionally, the absence of longitudinal data limits insights into how peer support evolves over time. Future research could incorporate a larger and more varied sample, as well as mixed methods designs, to broaden understanding and validate the findings across contexts.

CONCLUSION AND SUGGESTIONS

Peer support plays a vital role in assisting postgraduate students in managing academic stress, particularly through complementary emotional and informational assistance. Within the Indonesian cultural context, which highly values mutual cooperation and communal solidarity, peer interactions often foster a nurturing and cohesive learning environment. This, in turn, contributes not only to enhanced psychological well-being such as increased calmness and self-assurance but also to greater academic motivation. Nonetheless, the impact of such support varies depending on each individual's unique circumstances and personal needs.

Despite the valuable insights gained, this study has certain limitations. The use of a qualitative phenomenological approach with a

relatively small sample size may limit the generalizability of the findings. Additionally, data were collected from students within specific academic and cultural contexts, which may not fully represent the experiences of diverse postgraduate populations.

In light of these findings, higher education institutions are encouraged to facilitate the creation of study groups and peer networks that systematically strengthen peer support systems. Students, likewise, are advised to cultivate open communication and empathetic relationships as adaptive strategies for coping with academic pressures. Future research is recommended to explore moderating variables—such as personality traits, academic disciplines, or institutional support—that may influence the relationship between peer support and academic stress, thereby enabling more targeted and effective interventions across diverse educational settings.

BIBLIOGRAPHY

- Akbar, M. D., & Hayati, E. N. (2023). Hubungan Antara Emotional Focused Coping Dan Dukungan Sosial Terhadap Stres Akademik Pada Mahasiswa Magister Psikologi Di Yogyakarta. *Jurnal Sosial Ekonomi Dan Humaniora*, 9(3), 257–266. <https://doi.org/10.29303/jseh.v9i3.406>
- Annisa, W. T., Meizarra, E., Dewi, P., Makassar, U. N., Pettarani, J. A. P., & Selatan, S. (2025). Pengaruh Dukungan Sosial Teman Sebaya Terhadap Stres Akademik Siswa

Commented [BA13]: Dicky RV 1 point 31

Penjelasan Kelebihan Metode

Kalimat ini menyoroti penggunaan pendekatan fenomenologis yang mendalam, memungkinkan pemahaman yang kaya dan bernuansa tentang dukungan sesama dalam konteks pascasarjana Indonesia. Hal ini menunjukkan bahwa metode penelitian yang dipilih menjadi kekuatan utama dalam menghasilkan wawasan yang bermakna.

Commented [BA15]: Dicky RV 1 point 34

Sudah menjawab komentar "Belum ada keterbatasan" karena:

1. **Penyebutan eksplisit keterbatasan metodologi:** Kalimat ini mengakui bahwa pendekatan kualitatif fenomenologi dan ukuran sampel yang kecil membatasi generalisasi temuan.
2. **Pembatasan konteks akademik dan budaya:** Kalimat ini menyoroti bahwa data dikumpulkan dari konteks akademik dan budaya tertentu. Hal ini menunjukkan bahwa pengalaman mahasiswa pascasarjana lain, di luar konteks yang diteliti, mungkin berbeda.

Commented [BA14]: Dicky RV 1 point 31

Menyebutkan Keterbatasan Penelitian

Kalimat tersebut dengan jelas menyebutkan tiga keterbatasan utama:

- **Ukuran sampel kecil** yang membatasi generalisasi.
- **Ketergantungan pada data self-reported** yang mungkin terpengaruh bias.
- **Tidak adanya data longitudinal** yang membatasi pemahaman mengenai dinamika dukungan sebaya dari waktu ke waktu.

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

- 21 Berasrama di SMA Islam Athirah Bone. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 5(3). <https://doi.org/10.17977/um065.v5.i3.2025.3>
- 15 Aratrika Datta, A. Si. (2024). Stand by me: The impact of Social Support on the subjective well-being, resilience, and self-esteem of outstation and residential universit student in India. *Indian Journal of Positive Psychology*, 15(4), 402–411.
- 12 Asrar, A. M., & Taufani, T. (2022). Pengaruh Dukungan Sosial Teman Sebaya Terhadap Quarter-Life Crisis Pada Dewasa Awal. *JIVA: Journal of Behaviour and Mental Health*, 3(1), 1–11. <https://doi.org/10.30984/jiva.v3i1.2002>
- 1 Basar, A. A. D., Zukhra, R. M., & Nopriadi. (2021). Hubungan Antara Dukungan Sosial Teman Sebaya dengan Stres Akademik Pembelajaran Daring pada Masa Pandemi Covid-19. *Health Care : Jurnal Kesehatan*, 10(2), 287–296. <https://doi.org/10.36763/healthcare.v10i2.140>
- 13 Dalimunthe, S. I., & Daulay, A. A. (2024). Perbedaan Strategi Coping Mahasiswa Akhir Dalam Menghadapi Stres Akademik Ditinjau Dari Jenis Kelamin. *Jurnal Ilmu Sosial Dan Humaniora*, 7(4), 91–102. <https://jayapanguspress.penerbit.org/index.php/ganaya>
- Faqih, M. F. (2020). Pengaruh dukungan sosial teman sebaya terhadap stres akademik mahasiswa Malang yang bekerja. *Etheses.Uin-Malang*, 116.
- 14 Hidayat, E., & Darmawanti, I. (2022). Hubungan antara Dukungan Sosial dengan Stres Akademik pada Mahasiswa di Masa Pandemi Covid-19. *Character:JurnalPenelitianPsikologi*, 8(9), 166–178. <https://ejournal.unesa.ac.id/index.php/character/article/view/48038>
- 6 Homer, S. R., Solbrig, L., Djama, D., Bentley, A., Kearns, S., & May, J. (2021). The Researcher Toolkit: a preventative, peer-support approach to postgraduate research student mental health. *Studies in Graduate and Postdoctoral Education*, 12(1), 7–25. <https://doi.org/10.1108/SGPE-06-2020-0039>
- 25 Lim Xin Yi, A. (2023). a Study of the Relationship Between Perceived Social Support, Self-Efficacy, and Academic Stress. *April*, 1–118.
- 24 Lynam, Siobhan, Cachia, M. (2021). An evaluation of the factors that influence academic success as defined by engaged students. In *International journal of heritage studies*. <https://hdl.handle.net/1721.1/132636%0AVersion>
- Maszura, L., Nafis, W., & Malikussaleh, U. (2024). Meningkatkan Ketahanan Psikologis Remaja Dalam Menghadapi Stress Akademis Di Mtss Madinatuddiniyah Jabal Nur. *Jurnal*

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

- Pengabdian Kolaborasi Dan Inovasi IPTEKS, 2(5), 1549–1554.
- Maulana, M. I. (2019). Hubungan Antara Dukungan Sosial Dengan Stres Akademik Pada Mahasiswa Di Masa New Normal. *Sustainability (Switzerland)*, 11(1), 1–14. http://Scioteca.Caf.Com/Bitstream/Handle/123456789/1091/Red2017-Eng-8ene.Pdf?Sequence=12&isAllowed=Y%0ahttp://Dx.Doi.Org/10.1016/J.Regsciurbeco.2008.06.005%0ahttps://Www.Researchgate.Net/Publication/305320484_Sistem_Pembetulan_Terpusat_Strategi_Melestari
- Nnadozie, V., & Khumalo, S. (2023). Self-agency and Academically High-performing Students' Success: Towards a Praxis for Academic Support in one South African University. *Journal of University Teaching and Learning Practice*, 20(1). <https://doi.org/10.53761/1.20.01.17>
- Putro, A. W., & Simanjuntak, E. (2022). Stres Akademik Dan Dukungan Teman Pada Mahasiswa Tahun Pertama Selama Pembelajaran Daring. *Experientia: Jurnal Psikologi Indonesia*, 10(1), 81–94. <https://doi.org/10.33508/exp.v10i1.3789>
- Rohmatillah, W., & Kholifah, N. (2021). Stress Akademik antara Laki-laki dan Perempuan Siswa School from Home. *Jurnal Psikologi : Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, 8(1), 38–52. <https://doi.org/10.35891/jjp.v8i1.2648>
- Sari, S. A. P. (2019). Hubungan Antara Dukungan Teman Sebaya Dengan Stres Akademik Pada Mahasiswa Baru Pertama Fakultas Kedokteran Universitas Islam Indonesia di Indonesia. *Sustainability (Switzerland)*, 11(1), 1–14. http://Scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Septiana, N. Z. (2021). Hubungan Antara Stres Akademik Dan Resiliensi Akademik Siswa Sekolah Dasar Di Masa Pandemi Covid-19 the Relationship Between Academic Stress and Academic Resilience of Primary School Students in the Pandemic Covid-19. *SITTAH: Journal of Primary Education*, 2(1), 49–64. <https://jurnal.iainkediri.ac.id/index.php/sitah/article/view/2915>
- Shabana Akhtar, & Naeem Akhtar. (2024). Issues And Challenges of Academic Stress Among First-Year University Students: An Investigative Study. *International Journal of Social Science & Entrepreneurship*, 4(1), 133–152. <https://doi.org/10.58661/ijss.v4i1.250>
- Tama, A. (2022). Hubungan Antara Regulasi Emosi Dengan Dukungan Teman Sebaya Dengan Stress Akademik Siswa.
- Thériault, V. (2016). *Formalised Peer-Support for Early Career Researchers: potential for*

THE MEANING OF PEER SUPPORT IN OVERCOMING ACADEMIC STRESS OF POSTGRADUATE STUDENTS

Dicky Firmansyah, Chezia Prima Vividia, Futihatul Hilmi, Lucia Rini Sugiarti, Fendy Suhariadi

16 *resistance and genuine exchanges.* 1–23.
Yuhbaba, Z. N., Budiman, M. E. A., Sya'id, A., &
Kirana, A. P. (2024). Dukungan Sosial
dengan Tingkat Stres Mahasiswa
Keperawatan Selama Pembelajaran
Online di Masa Pandemi Covid-19. *Jurnal
Keperawatan*, 12(1), 8–17.

ORIGINALITY REPORT

20%

SIMILARITY INDEX

16%

INTERNET SOURCES

14%

PUBLICATIONS

13%

STUDENT PAPERS

PRIMARY SOURCES

1	jptam.org Internet Source	1%
2	Agung Mifta Ardyansah, Linda Mora, Arif Rahman Hakim. "PENGARUH GAYA KEPEMIMPINAN TRANSFORMASIONAL TERHADAP KEPUASAN KERJA PADA OPERATOR GARDU INDUK", Jurnal Psikologi Malahayati, 2024 Publication	1%
3	Submitted to Universitas Muhammadiyah Sidoarjo Student Paper	1%
4	Submitted to LL DIKTI IX Turnitin Consortium Part III Student Paper	1%
5	ijrehc.com Internet Source	1%
6	Submitted to University of Auckland Student Paper	1%

7	Internet Source	1 %
8	sshjournal.com Internet Source	1 %
9	files.eric.ed.gov Internet Source	1 %
10	Submitted to Johnson and Wales University Student Paper	1 %
11	ejournal.reysha.org Internet Source	1 %
12	jurnal.uts.ac.id Internet Source	1 %
13	Submitted to Universitas Negeri Surabaya Student Paper	1 %
14	eprints.walisongo.ac.id Internet Source	1 %
15	Submitted to North Carolina Central University Student Paper	1 %
16	ejournal.unsrat.ac.id Internet Source	1 %
17	journal.unismuh.ac.id Internet Source	1 %
18	ejournal.umm.ac.id Internet Source	1 %

<1 %

19

www.ijfmr.com

Internet Source

<1 %

20

Submitted to Monash University

Student Paper

<1 %

21

journal3.um.ac.id

Internet Source

<1 %

22

vbn.aau.dk

Internet Source

<1 %

23

www.mdpi.com

Internet Source

<1 %

24

Submitted to Purdue University

Student Paper

<1 %

25

eprints.utar.edu.my

Internet Source

<1 %

26

Submitted to University of Texas Health
Science Center

Student Paper

<1 %

27

bmchealthservres.biomedcentral.com

Internet Source

<1 %

28

eprints.ums.ac.id

Internet Source

<1 %

29

www.jointdrs.org

Internet Source

<1 %

30

jurnalalkhairat.org

Internet Source

<1 %

31

Submitted to Southern New Hampshire University - Continuing Education

Student Paper

<1 %

32

Alvina Della Ardiana, Christiana Hari Soetjningsih. "Coping with Thesis Writing: An Analysis of Stress Management Techniques in Higher Education", Jurnal Bimbingan dan Konseling Terapan, 2024

Publication

<1 %

33

Julien Déry, Noémie Fortin-Bédard, Éline de Guise, Marie-Eve Lamontagne. " " ": a qualitative study of access to specialized rehabilitation services as experienced by adults with persistent MTBI symptoms ", Disability and Rehabilitation, 2023

Publication

<1 %

34

Submitted to Lebanese American University

Student Paper

<1 %

35

jurnal.usahidsolo.ac.id

Internet Source

<1 %

36

www.richtmann.org

Internet Source

<1 %

37	greenpub.org Internet Source	<1 %
38	jsret.knpub.com Internet Source	<1 %
39	rayyanjournal.com Internet Source	<1 %
40	wrap.warwick.ac.uk Internet Source	<1 %
41	www.dovepress.com Internet Source	<1 %
42	www.hhmglobal.com Internet Source	<1 %
43	www.jmir.org Internet Source	<1 %
44	www.managementworld.online Internet Source	<1 %
45	www.scribd.com Internet Source	<1 %
46	Neris Derniati, M. Ridwan, Silvia Mawarti Perdana, Puspita Sari, Muhammad Rifqi Azhary. "HUBUNGAN PENGETAHUAN, PERAN ORANG TUA DAN PENGARUH TEMAN SEBAYA TERHADAP PERILAKU MEROKOK SISWA DI	<1 %

SMP NEGERI KECAMATAN KOTA BARU", Jurnal Kesehatan Tambusai, 2025

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off