

THE EFFECT OF SOCIAL SUPPORT ON STUDENTS' ADAPTABILITY AND EMOTIONAL REGULATION IN THE SCHOOL ENVIRONMENT OF SMP NEGERI 19 MEDAN

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ABSTRACT

This study aims to determine the influence of partial social support on adaptability, determine the influence of social support on partial emotional regulation and determine the effect of simultaneous social support on students' adaptability and emotional regulation in the school environment of SMP N 19 Medan. This research was conducted at SMP N 19 Medan with a class VIII population of 225 students. The sampling technique in this study is probability sampling which provides the opportunity to be selected as a sample member of 69 students. The results of this study show that the value of the social support variable social support is 2.54 and the table value is 1.99, so it can be concluded that social support has a partial effect on adaptability. The effect of social support on the regulation of emotions as a result of the tcal value is 2.56 and the ttable value is 1.99, so it can be concluded that social support has a partial effect on the regulation of emotions. The adaptability variable (y1) of the determination test results showed an R square value of 0.088. This means that social support contributes 8.8% to the variation in respondents' adaptability, while 91.2% in the emotion regulation variable shows an R square value of 0.089. This means that social support contributes 8.9% to the variation in respondents' emotional regulation. While the rest were influenced by other variables that were not studied in this study.

Keywords: the effect; social support; adaptability; emotional regulation.

INTRODUCTION

The school is an official educational institution that organizes superior learning. Schools function as a place for a structured teaching and learning process, which not only focuses on delivering learning materials, but also develops students' social, emotional, and cultural and moral skills. School is a formal education that has a systematic organizational structure and curriculum, where the learning process is carried out in a planned and directed manner to develop the potential of students both academically, socially and emotionally (Zhou and Brown, 2015). Adolescence is an important developmental stage that is characterized by various significant changes both from biological, psychological, and social aspects. Junior High School (SMP) students are in this stage and are faced with a variety of challenging demands, where they must adjust to an increasingly complex academic environment and begin to form a broader identity and social relationships. In this context, the ability to adapt and manage emotions becomes very important for students' academic success (Santrock, 2021).

Adaptability is an active process of adapting to environmental changes, both socially and academically. Student adaptation in the school environment includes three aspects, namely academic, social, and personal adaptation (Suryani, 2019). In addition to adaptability, another skill that is no less important is the regulation of emotions, which refers to the ability of individuals to recognize, understand, and manage emotions in an appropriate way. Emotion regulation includes internal and external processes of monitoring, evaluating, and modifying emotional reactions to suit environmental demands (Thompson, 2001). Effective emotion regulation helps students cope with academic stress and improve focus and learning achievement (Gross, 2015).

Social support is an important factor that can strengthen students' adaptability and emotional regulation. Social support is defined as the perception that a person receives attention, help, and appreciation from the surrounding environment, whether from family, peers, or teachers (Taylor, 2011). Social support can facilitate adolescent psychosocial development as well as increase individual resilience in the face of stress (Sarafino & Smith, 2014). Phenomena in the field, such as the results of initial observations at SMP Negeri 19 Medan, show that some students tend to withdraw due to *bullying behavior*, experience anxiety, and show excessive emotional reactions, which indicates that there are obstacles in the ability to adapt and regulate emotions. The difficulties that occurred at SMP N 19 Medan included academic pressure, difficulties in establishing social relationships, and showing symptoms of stress and anxiety. This shows that attention is still needed to strengthening social support in the school environment. Based on data from the Ministry of Education and Culture (Kemendikbud, 2021), more than 30% of junior high school students reported experiencing psychological distress while participating in learning. Several previous studies have shown a positive relationship between social support and adaptability (Firmansyah, 2021) and emotion regulation (Dewi & Wulandari, 2022). This research has novelty because it integrates two important variables, adaptability and emotion regulation, in one framework of the influence of social support at the junior high school education level. Therefore, this study is important to further examine how social support affects the adaptability and emotional regulation of junior high school students in the school environment. This study formulates a problem to answer whether there is an effect of social support on adaptability, the effect of social support on emotion regulation, and the effect of social support on the two variables simultaneously.

RESEARCH METHODS

The type of research used is quantitative research, which is the activity of collecting, managing, analyzing, and presenting data based on the amount or quantity, which is carried out objectively to solve a problem or test a hypothesis. The location of this research is located at SMP N 19 Medan. The research population is all grade VIII students at SMP Negeri 19 Medan, totaling 225 students, this data was obtained by the researcher based on internal school sources, namely the staff who manage the student department at SMP N 19 Medan. The selection of grade VIII students is based on the consideration that the student is in the early adolescent developmental stage, which is characterized by various psychological, social, and emotional changes.

Sample Sampling technique is *Probability Sampling*, which is a sampling technique that provides an equal opportunity for all members of the population to be selected as sample members. The number of samples was determined using the Slovin formula with a margin of error of 10%. Based on calculations, the sample number was 69 respondents.

The Independent *Variable* is Social Support (X), while the *Dependent Variable* is Adaptability (Y1) and Emotion Regulation (Y2). By using Instruments with the Likert Scale option.

1. Social Support (X): Measured by 20 items based on four aspects of Sarafino (2011), namely *Emotional support*, *Tangible support* (instrumental), *Informational support*, and *Companionship support* (assessment).
2. Adaptability (Y1): Measured by 35 items based on aspects of Baker and Siryk (1984), including Academic Adjustment, Social Adjustment, Emotional Adjustment, and Attachment to Institutions.
3. Emotion Regulation (Y2): Measured with 36 items based on three aspects of Thompson (2019), namely *Emotion Monitoring*, *Emotion Evaluating*, and *Emotion Modification* (*emotion modification*).

For instruments used through the process of expert validation and construct validation with a threshold value of 0.60 as in the opinion of Sugiyono (2016), the expert validation referred to in this study involves two experts in the field of psychology according to the field/topic of study raised in this study both conceptually and constructively. Then the analysis approach used is multiple linear regression, because this study aims to see how much influence between variables is assisted by SPSSv25 Software.

RESULTS AND DISCUSSION

Research Results

Descriptive Analysis

The respondents in this study were respondents of SMP N 19 Medan students consisting of men and women. This is intended to find out how many respondents are based on gender. The results of data collection through questionnaires based on the characteristics of respondents from gender were obtained as seen in table 1 below:

Table 1. Characteristics of Respondents by Gender

Gender	Frequency (n)	Presentase (%)
Men	28	40,6
Women	41	59,4
Total	69	100

Based on the results of table 1 above, it shows that there are more female respondents, namely 41 people with a percentage of 59.4%. While men are only 28 people with a percentage of 40.6%.

Validity Test

The test used a 2-sided test with a significance level of 0.05. To interpret the results of the validity test, the criteria used are:

If the calculation is greater than the table at a significance level of 0.05, then the question item is declared valid.

If the count is smaller than the r_{table} , then the question item is declared invalid. For degree of freedom (df) = n-2 in this case n is the number of samples and the significance level is 0.05, the r_{table} value is about 0.202.

After processing data using the SPSS for window system version 26.0, the following validity test results were obtained:

Social Support

From the results of data processing on the Social Support variable, the results of the validity test were obtained as follows:

Table 2. Results of the Validity Test of Social Support Variables

Variabel	r_{hitung}	r_{tabel}	Remarks	Variabel	r_{hitung}	r_{tabel}	Remarks
1	0.764	0.202	Valid	11	0.765	0.202	Valid
2	0.778	0.202	Valid	12	0.793	0.202	Valid
3	0.591	0.202	Valid	13	0.753	0.202	Valid
4	0.549	0.202	Valid	14	0.664	0.202	Valid
5	0.647	0.202	Valid	15	0.728	0.202	Valid
6	0.709	0.202	Valid	16	0.713	0.202	Valid
7	0.696	0.202	Valid	17	0.726	0.202	Valid
8	0.788	0.202	Valid	18	0.695	0.202	Valid
9	0.774	0.202	Valid	19	0.751	0.202	Valid
10	0.752	0.202	Valid	20	0.595	0.202	Valid

Based on the validity test in the table, it was seen that all statements (20 items) that measured the Social Support research variable had a value of more than the table so it was said that all the question items were valid.

Adaptability

From the results of data processing on the Adaptability variable, the following validity test results were obtained:

Table 3. Results of the Validity Test of Adaptability Variables

Variabel	r_{hitung}	r_{tabel}	Remarks	Variabel	r_{hitung}	r_{tabel}	Remarks
1	0.214	0.202	Valid	19	0.502	0.202	Valid
2	0.238	0.202	Valid	20	0.509	0.202	Valid
3	0.250	0.202	Valid	21	0.510	0.202	Valid
4	0.207	0.202	Valid	22	0.416	0.202	Valid
5	0.262	0.202	Valid	23	0.429	0.202	Valid
6	0.308	0.202	Valid	24	0.360	0.202	Valid
7	0.304	0.202	Valid	25	0.462	0.202	Valid
8	0.318	0.202	Valid	26	0.472	0.202	Valid
9	0.409	0.202	Valid	27	0.572	0.202	Valid
10	0.423	0.202	Valid	28	0.663	0.202	Valid
11	0.388	0.202	Valid	29	0.583	0.202	Valid
12	0.211	0.202	Valid	30	0.390	0.202	Valid
13	0.326	0.202	Valid	31	0.491	0.202	Valid
14	0.421	0.202	Valid	32	0.655	0.202	Valid
15	0.444	0.202	Valid	33	0.523	0.202	Valid
16	0.261	0.202	Valid	34	0.494	0.202	Valid
17	0.402	0.202	Valid	35	0.365	0.202	Valid
18	0.272	0.202	Valid				

Based on the validity test in the table, it was seen that all statements (35 items) that measured the Adaptability research variable had a value of more than the table so it was said that all the question items were valid.

Emotion Regulation

From the results of data processing on the Emotion Regulation variable, the following validity test results were obtained:

Table 4. Results of the Validity Test of Emotion Regulation Variables

Variabel	r_{hitung}	r_{tabel}	Remarks	Variabel	r_{hitung}	r_{tabel}	Remarks
1	0.220	0.202	Valid	19	0.372	0.202	Valid
2	0.266	0.202	Valid	20	0.472	0.202	Valid
3	0.278	0.202	Valid	21	0.544	0.202	Valid
4	0.228	0.202	Valid	22	0.440	0.202	Valid
5	0.248	0.202	Valid	23	0.225	0.202	Valid
6	0.291	0.202	Valid	24	0.255	0.202	Valid
7	0.374	0.202	Valid	25	0.442	0.202	Valid
8	0.222	0.202	Valid	26	0.411	0.202	Valid
9	0.240	0.202	Valid	27	0.643	0.202	Valid
10	0.568	0.202	Valid	28	0.461	0.202	Valid
11	0.528	0.202	Valid	29	0.354	0.202	Valid
12	0.359	0.202	Valid	30	0.696	0.202	Valid
13	0.379	0.202	Valid	31	0.489	0.202	Valid
14	0.683	0.202	Valid	32	0.497	0.202	Valid
15	0.613	0.202	Valid	33	0.494	0.202	Valid
16	0.540	0.202	Valid	34	0.446	0.202	Valid
17	0.624	0.202	Valid	35	0.433	0.202	Valid
18	0.626	0.202	Valid	36	0.398	0.202	Valid

Based on the validity test in the table, it was seen that all statements (36 items) that measured the Emotion Regulation research variable had a value of more than the table so it was said that all the question items were valid.

Reliability Test

To obtain the reliability of the research data, testing was carried out using SPSS version 26, if *Cronbach's alpha value* was >0.60 , it was said to be reliable and vice versa if <0.60 was said to be unreliable.

Based on the results of the reliability test on the variables of Social Support, Adaptability and Emotion Regulation, the following results were obtained:

Table 5. Reliability Test

No	Variabel	Cronbach's Alpha	Results	Conclusion
1.	Social Support	0.955	Reliabel	All Reliable Data
2.	Adaptability	0.876	Reliabel	
3.	Emotion Regulation	0.891	Reliabel	

Cronbach's Alpha values for all three variables indicate that all three questionnaires have a good level of reliability. So it can be concluded that each question item is consistent in measuring variables so that the data collected can be relied on for further analysis.

Normality Test

After running the *Kolmogorov-Smirnov test* at SPSS 25, the results can be presented in the form of the following table:

Table 6. Normality Test

Variabel	Kolmogorov-Smirnov Z	Sig. (2-tailed)	Conclusion
Social Support	0.093	0.200	Normally-distributed residual data
Adaptability	0.096	0.190	Normally-distributed residual data
Emotion Regulation	0.096	0.191	Normally-distributed residual data

A Sig. (2-tailed) value > 0.05 indicates that the residual data is normally distributed. The probability < 0.05 then H_a is accepted and H_0 is rejected. While the probability > 0.05 , H_a is rejected and H_0 is accepted.

Interpretation of results

1. Social Support
The *Kolmogrov-Smirnov Z* value is 0.093 with a p-value of 0.200. Because the p-value > 0.05, Ha is accepted (residual data is normally dissolved)
2. Adaptability
The *Kolmogrov-Smirnov Z* value is 0.096 with a p-value of 0.190. Because the p-value > 0.05, Ha is accepted (residual data is disambiguated normally).
3. Emotion Regulation
The *Kolmogrov-Smirnov Z* value is 0.096 with a p-value of 0.191. Because the p-value > 0.05, Ha is accepted (residual data is disambiguated normally).

Heteroscedasticity Test

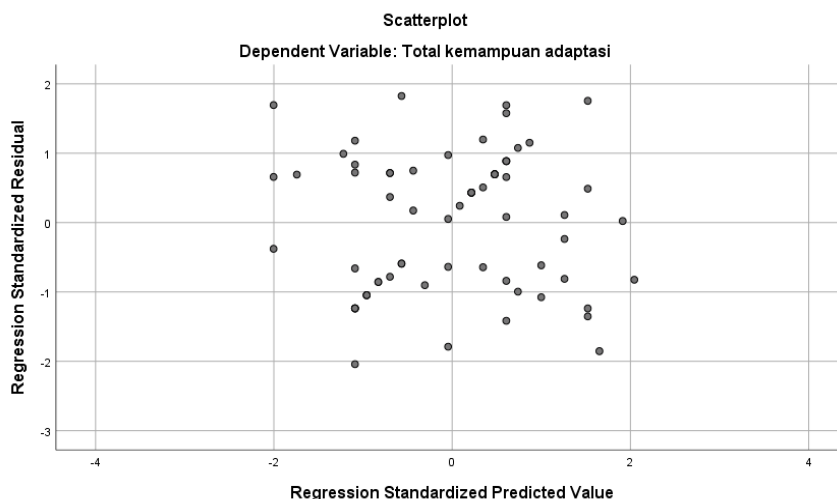


Figure 1. Heterokedasticity Test Results

Based on the test conducted using SPSS version 26.0, no indication of heteroscedasticity, constant residual variable (homoscedasticity) was found, so that the regression was met.

Test Hypothesis

Hypothesis test is a conjecture of a temporary answer to a problem that requires empirical testing to determine the truth of the conjecture (Sugiyono, 2016). It aims to determine whether a hypothesis is accepted or rejected.

Simple Linear Regression Analysis

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297 ^a	.088	.075	8.688

a. Predictors: (Constant), Total dukungan sosial
b. Dependent Variable: Total kemampuan adaptasi

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	490.569	1	490.569	6.500	.013 ^b
	Residual	5056.764	67	75.474		
	Total	5547.333	68			

a. Dependent Variable: Total kemampuan adaptasi
b. Predictors: (Constant), Total dukungan sosial

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.299 ^a	.089	.076	9.208

a. Predictors: (Constant), Total dukungan sosial
b. Dependent Variable: Total regulasi emosi

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	556.140	1	556.140	6.559	.013 ^b
	Residual	5680.817	67	84.788		
	Total	6236.957	68			

a. Dependent Variable: Total regulasi emosi
b. Predictors: (Constant), Total dukungan sosial

Based on the table above, the results of a simple linear regression analysis on the adaptability variable showed a correlation coefficient value (R) of 0.297, which means that there is a weak positive relationship between social support and adaptability. A coefficient of determination value (R Square) of 0.088 indicates that 8.8% of the variation in adaptability can be explained by social support, while the remaining 91.2% is explained by other factors. The results of the significance test showed a Sig value of < 0.05, so it can be concluded that social support has a significant effect on students' adaptability. The results of simple linear regression analysis on the emotion regulation variable showed a correlation coefficient value (R) of 0.299, which means that there is a weak positive relationship between social support and emotion regulation. A determination coefficient value (R Square) of 0.089 indicated that 8.9% of the variation in emotion regulation could be explained by social support, while the remaining 91.1% were explained by other factors outside the study. The results of the significance test showed a Sig value of < 0.05, so it can be concluded that social support has a significant effect on students' emotional regulation.

T test

The t-test was performed to see individually the significant influence of the independent variable (x) with the bound variable (y).

Table 7. Social Support t-test

Variabel	t _{hitung}	t _{tabel}	Remarks	Variabel	t _{hitung}	t _{tabel}	Remarks
1	9.69	1.97	Valid	11	9.72	1.97	Valid
2	10.13	1.97	Valid	12	10.65	1.97	Valid
3	5.99	1.97	Valid	13	9.36	1.97	Valid
4	5.37	1.97	Valid	14	7.26	1.97	Valid
5	6.94	1.97	Valid	15	8.69	1.97	Valid
6	8.22	1.97	Valid	16	8.32	1.97	Valid
7	7.93	1.97	Valid	17	8.64	1.97	Valid
8	10.47	1.97	Valid	18	7.91	1.97	Valid
9	10.00	1.97	Valid	19	9.30	1.97	Valid
10	9.33	1.97	Valid	20	6.05	1.97	Valid

Table 8. Adaptability t-test

Variabel	t _{hitung}	t _{tabel}	Remarks	Variabel	t _{hitung}	t _{tabel}	Remarks
1	1.79	1.97	Valid	19	4.75	1.97	Valid
2	2.00	1.97	Valid	20	4.84	1.97	Valid
3	2.11	1.97	Valid	21	4.85	1.97	Valid
4	1.73	1.97	Valid	22	3.74	1.97	Valid
5	2.22	1.97	Valid	23	3.88	1.97	Valid
6	2.64	1.97	Valid	24	3.15	1.97	Valid
7	2.61	1.97	Valid	25	4.26	1.97	Valid
8	2.74	1.97	Valid	26	4.38	1.97	Valid

9	3.66	1.97	Valid	27	5.70	1.97	Valid
10	3.82	1.97	Valid	28	7.24	1.97	Valid
11	3.44	1.97	Valid	29	5.87	1.97	Valid
12	1.76	1.97	Valid	30	3.46	1.97	Valid
13	2.82	1.97	Valid	31	4.61	1.97	Valid
14	3.79	1.97	Valid	32	7.09	1.97	Valid
15	4.05	1.97	Valid	33	5.02	1.97	Valid
16	2.21	1.97	Valid	34	4.65	1.97	Valid
17	3.59	1.97	Valid	35	3.20	1.97	Valid
18	2.31	1.97	Valid				

Tabel 9. Uji t Regulasi Emosi

Variabel	t _{hitung}	t _{tabel}	Remarks	Variabel	t _{hitung}	t _{tabel}	Remarks
1	1.84	1.97	Valid	19	3.28	1.97	Valid
2	2.25	1.97	Valid	20	4.38	1.97	Valid
3	2.36	1.97	Valid	21	5.30	1.97	Valid
4	1.91	1.97	Valid	22	4.01	1.97	Valid
5	2.09	1.97	Valid	23	1.89	1.97	Valid
6	2.48	1.97	Valid	24	2.15	1.97	Valid
7	3.30	1.97	Valid	25	4.03	1.97	Valid
8	1.86	1.97	Valid	26	3.69	1.97	Valid
9	2.02	1.97	Valid	27	6.87	1.97	Valid
10	5.64	1.97	Valid	28	4.25	1.97	Valid
11	5.08	1.97	Valid	29	3.09	1.97	Valid
12	3.14	1.97	Valid	30	7.93	1.97	Valid
13	3.35	1.97	Valid	31	4.58	1.97	Valid
14	7.65	1.97	Valid	32	4.68	1.97	Valid
15	6.35	1.97	Valid	33	4.65	1.97	Valid
16	5.25	1.97	Valid	34	4.07	1.97	Valid
17	6.53	1.97	Valid	35	3.93	1.97	Valid
18	6.57	1.97	Valid	36	3.55	1.97	Valid

Based on the table above, it is known that the value of the coefficient of each variable with the following explanation:

1. Effect of social support (x) on adaptability (y1)
The result of the t_{cal} value is 2.54 and the t_{table} value is 1.99 and sig_{cal} 0.013 and sig_{table} 0.05. Therefore, it can be concluded that social support has a partial effect on adaptability.
2. Effect of social support (x) on emotion regulation (y2)
The result of the t_{cal} value is 2.56 and the t_{table} value is 1.99 and sig_{cal} 0.013 and sig_{table} 0.05. Therefore, it can be concluded that social support has a partial effect on adaptability.
3. The statistical F test shows that all models have a F_{cal} greater than F_{table}, so there is a simultaneous influence between independent variables and dependent variables.

Test F

The F test was conducted to see the significant influence of the independent variable, namely social support, on the bound variable, namely adaptability and emotional regulation.

Table 10. Test F

Model	F _{hitung}	F _{tabel}	Conclusion
Adaptability	6.50	3.98	There is a simultaneous influence (Valid)
Model	F _{hitung}	F _{tabel}	Conclusion
Emotion Regulation	6.55	3.98	There is a simultaneous influence (Valid)

Method Coeficin Determines R2

The determination coefficient is a measure used to find out how well independent variables explain dependent variables in regression models.

Table 11. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297	.088	.075	8.688

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.299	.089	.076	9.208

Based on the results of the above test, on the adaptability variable (y1) the determination test results showed an R square value of 0.088. This means that social support contributes 8.8% to the variation in respondents' adaptability, while 91.2% of the time. The emotion regulation variable shows an R square value of 0.089. This means that social support contributes 8.9% to the variation in respondents' emotional regulation. While the rest were influenced by other variables that were not studied in this study.

Multivariate Test

Tabel 12. Multivariate Test

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
Intercept	Pillai's Trace	.642	59.194 ^b	2.000	66.000	.000	.642
	Wilks' Lambda	.358	59.194 ^b	2.000	66.000	.000	.642
	Hotelling's Trace	1.794	59.194 ^b	2.000	66.000	.000	.642
	Roy's Largest Root	1.794	59.194 ^b	2.000	66.000	.000	.642
Dtotal	Pillai's Trace	.111	4.106 ^b	2.000	66.000	.021	.111
	Wilks' Lambda	.889	4.106 ^b	2.000	66.000	.021	.111
	Hotelling's Trace	.124	4.106 ^b	2.000	66.000	.021	.111
	Roy's Largest Root	.124	4.106 ^b	2.000	66.000	.021	.111

a. Design: Intercept + Dtotal
 b. Exact statistic

Based on the results of the *multivariate test* in the table above, a significance value for independent variables (social support) using Wilks' Lambda test was $0.021 < 0.05$. This shows that simultaneously social support has a significant influence on students' adaptability and emotional regulation.

Final Results

Based on the results of the analysis, it can be concluded that social support has an influence on the adaptability and emotional regulation of respondents.

Table 13. Statistical Test Results

Statistical Test	Results
Uji Validitas	Valid
Uji Reliabilitas	Reliabel
Uji Normalitas KS	Normal ($p > 0.05$)
Uji Regresi Linear	$R = 0,297; R^2 = 0,088; p < 0,05$ $R = 0,299; R^2 = 0,089; p < 0,05$
Uji t	$t_{hitung} = 2.54, p < 0.05$ $t_{hitung} = 2.56, p < 0.05$
Uji F	$F_{hitung} = 6.50, p < 0.05$ $F_{hitung} = 6,55, p < 0.05$
Koefisien Determinasi	$R = 0.88$ $R = 0.89$

The results of this study provide an important picture for educational institutions and related parties to pay more attention to the influence of social support on the adaptability and emotional regulation of SMP N 19 Medan students.

Discussion

Based on the results of statistical analysis that has been carried out on each research variable, the researcher tries to provide a discussion of the problems discussed in this study.

The purpose of this study is to find out whether social support affects the adaptability and emotional regulation of SMP Negeri 19 Medan students. The results of the study on 69 students showed that the hypothesis that "there is an influence between social support on students' adaptability and emotional regulation" was accepted. In other words, the social support students receive contributes to improving their ability to adjust and manage emotions.

The effect of social support (X) on adaptability (Y) as a result of the ttable value of the social support variable is 2.54 and the ttable value is 1.99, so it can be concluded that social support has a partial effect on adaptability. The effect of social support (X) on emotion regulation (Y2) as a result of the ttable value is 2.56 and the ttable value is 1.99, so it can be concluded that social support has a partial effect on emotion regulation.

The results of the analysis showed that there was a positive influence of social support on adaptability. Students who receive emotional support, information, and real help are better able to adapt to the school environment. This supports the research of Suryani, (2019) who explains that student adaptation includes academic, social, and personal aspects that can develop if students feel accepted and appreciated.

Based on descriptive data, most of the students of SMP Negeri 19 Medan are at the age of 13 years (65.2%) which is early adolescence. In this phase, they are prone to experiencing identity confusion and academic pressure. Social support from teachers and peers has been proven to be able to help students cope with these changes. Some students who are in the high category of adaptability show an active attitude, are sociable, and are able to adjust to school rules. However, there are also students with moderate to low category adaptation, who tend to withdraw, feel pressured by schoolwork, and have difficulty building social relationships. This is because at the age of 13, which is early adolescence, students are in a psychosocial developmental phase that is prone to identity confusion and academic pressure (Santrock, 2021). In this phase, adaptability becomes very important because students are required to adjust to the school environment both academically, socially, and personally.

The results of this study are in line with the research on the Influence of Social Support on the Adaptability of New Students in One of the MAN Pinrang Schools by Mutmainnah, (2024) with this study finding that social support has an influence on students' adaptability. Students who have good adaptability will show a positive attitude towards school, feel comfortable in social interaction, and be able to manage academic pressure constructively. This study found that social support has a significant influence on students' adaptability with a Fcal score of 6.50% and a Ftable score of 3.98%.

In addition to adaptation, social support also affects the regulation of students' emotions. Psychologically, social support plays an important role in the formation of students' emotional regulation. According to Gross, (2005) emotion regulation is a cognitive and behavioral process that allows individuals to recognize, evaluate, and control emotional reactions to suit the demands of the situation. In the context of junior high school students, social support from teachers and peers serves as a buffer against stress, so that negative emotions such as anxiety, anger, or depression do not develop into maladaptive reactions. For example, students who receive emotional support from peers will feel listened to and accepted, making feelings of anxiety or anger easier to control. In this study, students who had high social support tended to be able to control feelings of anxiety, anger, or academic stress.

This study is also in line with research on the effect of social support on emotional regulation in early adolescents with divorced parents at SMK AI-Huda Kediri by Andriani, Lilis Tri, (2023) with this study finding that social support has a real effect on adolescent emotional regulation, the higher the level of social support that students get from their families and surrounding people, the higher the level of student emotional regulation. This study found that social support has a significant influence on the regulation of students' emotions with grades

Fcal 6.55% and Ftable value 3.98%.

The majority of respondents are women (59.4%), who according to Thoits/2019 research tend to be more open in seeking emotional support than men. This may explain why social support plays a more significant role in helping them manage their emotions and adapt. Meanwhile, male students (40.6%) generally rely more on practical and instrumental support, so there is a difference in the tendency to use social support differently than women (Sarafino & Smith, 2011). This difference explains why social support makes a strong contribution to the majority of female respondents, particularly in the regulation of emotions which according to (Gross, 2015) is highly dependent on the individual's ability to control emotions to suit the demands of the situation.

The effect of social support on students' adaptability and emotional regulation in the school environment of SMP N 19 Medan. Based on the results of the data management carried out, it is known that the significance value for independent variables (social support) using Wilks' Lambda test is $0.021 < 0.05$. This shows that simultaneously, social support has a significant influence on students' adaptability and emotional regulation. It is also based on the theory that social support serves as a factor that helps students cope with academic, social and personal demands. The support provided by teachers and peers can increase motivation to learn, help students feel welcome in social groups, and foster confidence so that they can more easily adjust to the rules and school environment. In addition, (Thompson, 2001) explained that the regulation of emotions is influenced by internal factors (such as self-awareness) and external factors, one of which is social support. When students receive emotional, informational, and instrumental support from their environment, they will be better able to control anxiety, manage stress, and adjust emotional expression to the situation at hand. Thus, social support not only improves adaptability, but also strengthens emotional regulation, so that both can develop more optimally in students.

Based on the results of the research, it can be concluded that social support has a very important role in helping to adapt to the academic and social environment. The presence of support from social support has proven to make it easier for students to face various demands of school, both in terms of lessons, rules, and daily social interactions. In addition, social support also plays a role in facilitating students to regulate and control their emotions. Students who feel supported tend to be better able to manage feelings of anxiety, anger, and stress, so they are better prepared to deal with learning pressures and social challenges at school. On the other hand, students who have low social support show difficulty in adjusting and are less able to control emotions, which can ultimately negatively impact academic achievement and the quality of social relationships with friends and the surrounding environment.

CONCLUSIONS

The Social Support Variable (X) has a positive and significant influence on the Adaptability (Y1) of SMP N 19 Medan students. The Social Support Variable (X) has a positive and significant influence on the Emotional Regulation (Y2) of SMP N 19 Medan students. The independent variable, namely Social Support (X), has a significant simultaneous influence on the bound variables, namely Adaptability (Y1) and Emotion Regulation (Y2).

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