

## Peer Interaction in Improving Adolescents Interpersonal Competence (Systematic Literature Review)

Fasfa Ayu Utami

Department of Non-Formal Education, Faculty of Teacher Training and Education, Banten-Indonesia

email correspondence: [2221210023@untirta.ac.id](mailto:2221210023@untirta.ac.id)

### ABSTRAK

Peer interaction is a reciprocal relationship between individuals who have the same age and maturity level. Peer interaction in adolescents occurs in various activities so that it is possible to increase interpersonal competence in adolescents. The purpose of this study is to provide an overview of peer interactions that occur in adolescents and provide an overview of the process of peer interaction in contributing to the improvement of adolescent interpersonal competence. The method used in this research is to use the Systematic Literature Review (SLR) research method. The stages of Systematic Literature Review (SLR) in this study are determining keywords, searching for articles, and analyzing articles. Data for literature studies were obtained with the help of the Google Scholar search tool with the criteria of articles published in the last 5 years and indexed by Sinta. From the study that has been conducted, the results show that peer interaction plays a role in improving interpersonal competence and peer interaction can help adolescents to face social challenges in the future.

**Keywords:** *Peer Interaction; Interpersonal Competence.*

### INTRODUCTION

Peer interaction is an interaction carried out by individuals of the same age level. Every individual is a social being who lives side by side and always has a reciprocal relationship between one individual and another. The process of peer interaction in adolescents usually occurs in the surrounding environment such as family, school, and community (Andriyani et al., 2023). Peer interaction is an important thing for the world of education, in accordance with research conducted by Darmawan & Rosmilawati (2020), communicating and interacting effectively and politely is one indicator of the success of character education programs in schools.

Peer interaction in adolescents can occur in various activities such as group discussions, play environments, and extracurricular activities. These activities are included in socialization, because basically socialization is one way for a person to interact with their environment. However, it is often found that adolescents withdraw from their environment. This makes it difficult for them to interact with people around them including their peers. Usually, teenagers who withdraw from their environment are teenagers who are not confident and afraid of the people around them.

Adolescence is generally a potential period for self-development, because adolescence is a period in which individuals observe various significant changes both emotionally and socially. Teenagers are expected to be able to think and behave in accordance with the demands of the surrounding environment and their existence as a teenager so that the interactions carried out run well and properly (Risal & Alam, 2021). Through interactions with peers, adolescents can learn to recognize and manage emotions, recognize social norms, foster self-confidence, and can manage and resolve conflicts in their environment. Thus, one of the factors that can be influential in increasing adolescent self-confidence is peer interaction. These changes are included in interpersonal competence.

According to Yulia Hairina et al (2023), interpersonal ability is one of the soft skills and life skills that are always used every day both individually and in groups, so that by having good interpersonal competence, a person is a person who is easy to get along or make friends, polite, pleasant, has confidence, and can build harmonious relationships with others. Peer interaction plays an important role in improving adolescent interpersonal competence, for example, the formation of adolescent

identity through the process of identification, value exploration, and social conformity thus creating an experimental environment for adolescents to develop self-understanding. If adolescents have interpersonal competence, it will certainly make it easier for them to become productive and responsible citizens. Through peer interaction, adolescents can develop interpersonal competencies such as effective communication, empathy, cooperation, and conflict resolution.

This research focuses on peer interactions, which show positive results that there is an impact on one's interpersonal skills. However, a deeper understanding of the mechanisms and conditions that facilitate these positive outcomes is needed. Thus, researchers will review several previous studies that aim to provide an overview of peer interactions that occur in adolescents and provide an overview of the process of peer interactions in contributing to the improvement of adolescent interpersonal competence. The findings in this study are expected to provide insights for educators, policy makers, and researchers in developing effective programs to support the development of interpersonal competence through peer interactions in the future.

## RESEARCH METHODS

In this study, researchers used the Systematic Literature Review (SLR) research method. Through the Systematic Literature Review (SLR) method, researchers will identify, assess, and interpret all available research with the aim of providing answers related to the research questions being studied (Latifah & Ritonga, 2020). The formulation of the problem in this study is in the form of 1) How peer interaction occurs in adolescents; 2) How the process of peer interaction can contribute to improving interpersonal competence in adolescents. Then, determine the keywords needed for a more specific search and avoid filtering in too large a number. The criteria for the literature to be reviewed in this study have the following conditions: 1) Literature articles published in Sinta indexed research journals; 2) Articles published in the last 5 years (2019-2024); 3) Containing elements of peer interaction in the title; and 4) articles that have relevance according to the topic of study, namely peer interaction.

Literature study data was obtained and collected through the help of the Google Scholar search tool. In the selection of studies, the researcher conducted a process in which the title and abstract of the article were examined first to determine whether the research was relevant or not. The keywords chosen were peer interaction with a time span of the last 5 years.

## RESULTS AND DISCUSSION

### Result

Based on data collection through Systematic Literature Review (SLR), with data retrieval used to adjust keywords, namely peer interaction, 10 sinta indexed articles were obtained consisting of 3 sinta 2 indexed articles, 5 sinta 4 indexed articles, and 2 sinta 5 indexed articles. The results of this study are presented in 2 tables. Table 1 presents the results of the research which include the year of publication of the article, the name of the journal, the number of articles, and the type of publication. Meanwhile, table 2 presents the author's name, research method, and findings.

Table 1. Indexed Journal Publications

| Year | Journal Name  | Number of Articles | Publication Type |
|------|---|--------------------|------------------|
| 2023 | INNOVATIVE: Journal Of Social Science Research Vol. 3 No. 3 | 1                  | Sinta 5          |
| 2020 | Jurnal Educatio FKIP UNMA Vol. 6, No. 2                     | 1                  | Sinta 4          |
| 2021 | Jurnal Mimbar Ilmu, Vol. 26 No. 1                           | 1                  | Sinta 2          |
| 2023 | Jurnal Ilmiah Global Education Vol. 4 No. 3                 | 1                  | Sinta 4          |
| 2022 | Jurnal Pendidikan Nonformal Vol. 17 No. 1                   | 1                  | Sinta 4          |
| 2024 | Jurnal Ilmiah Wahana Pendidikan Vol. 10 No. 6               | 1                  | Sinta 5          |
| 2021 | Jurnal Counseling Care Vol. 5 No. 2                         | 1                  | Sinta 4          |
| 2019 | Jurnal Ilmu Keluarga & Konsumen Vol. 12, No.1               | 1                  | Sinta 2          |
| 2020 | Jurnal Ilmu Keluarga & Konsumen Vol. 12, No.1               | 1                  | Sinta 2          |
| 2021 | Jurnal Pendidikan   | 1                  | Sinta 4          |

### Discussion

Based on the articles that have been obtained, 10 articles indexed by Sinta with the keyword peer interaction, the articles are articles published from 2019-2024 which shows that the articles are still new and actual. The articles found contain a description of peer interaction in improving interpersonal competence in adolescents.

Table 1. Authors, Methods, and Findings

| Writer   | Types of Research     | Findings   |
|--|-----------------------|--|
| Andriyani, P., Sutja, A., & Sarman, F.               | Kuantitatif           | Peers have an important role in increasing self-confidence, which is seen from indicators of cooperation, competition, and conformity.   |
| Dongoran, D., & Boiliu, F. M.                        | Kuantitatif           | Peer interaction can improve students' self-concept, if the relationship between peer associations is further enhanced, the formation of students' self-concept will increase. |
| Andangjati, M. W., Soesilo, T. D., & Windrawanto, Y. | Kuantitatif           | Peer social interactions contribute to student acceptance.   |
| Utami, M. N. A., & Haryati, T.                       | Kuantitatif           | The importance of peer interaction in developing student's self-efficacy.  |
| Swid, A. F., Ayub, D., & Fitrilinda, D.              | Kuantitatif           | Peer interaction can have an effect on individual character.   |
| Astuti, F., Sapriya, S., & Jupri, J.                 | Kualitatif            | Peers play a role in students' social development.   |
| Sepya, N., Zaini, A., & Solina, W.                   | Kuantitatif           | The profile of peer interaction is seen from 4 factors, namely imitation, suggestion, identification, sympathy.  |
| Siroj, E. Y., Sunarti, E., & Krisnatuti, D.          | Cross Sectional Study | Peer interaction is often carried out by adolescents during practice because it is to help each other and work together.   |
| Rachman, Y. A., Sunarti, E., & Herawati, T.          | Cross Sectional Study | Peer interaction based on aspects of conflict and safety.  |
| Fadhilah, N., & Mukhlis, A. M. A.                    | Kuantitatif           | Peer interaction has a positive impact.  |

The following is a complete explanation of the description of peer interactions that occur in adolescents and provides an overview of the process of peer interactions in contributing to the improvement of adolescent interpersonal competence from previous research:

### Peer Interaction in Adolescents

A peer is an individual who has the same age, position, and thinking. Peers are usually often encountered by adolescents in the surrounding environment such as the school environment and the play environment. A teenager spends more time with their peers, so they will inadvertently form a bond between one another. In addition, they will also carry out the same activities or activities, so there is intense interaction between them which then fosters feelings towards fellow peers in a community or group which includes the formation of an attitude of tolerance, cooperation, and mutual assistance.

Every teenager must be able to adapt to the surrounding environment. The association that adolescents make is what will cause interaction. Peer interaction in adolescents in relationships occurs when several individuals are chatting, then other individuals join in the conversation because they think they have the same views and thoughts about the topic being discussed (Dongoran & Boiliu, 2020).

Peer interaction in adolescent students according to Sepya et al (2021) can be seen from 4 factors, namely: 1) The imitation factor, an individual will easily make changes after observing the behavior of

others, although it is likely that individuals will show changes over a long period of time or even no change at all; 2) The suggestion factor, suggestion can be obtained from oneself and can also be obtained from others. Because during adolescence, individuals will do small activities such as when going to study, pray, and make suggestions to peers and tutors; 3) Identification factors, usually adolescents will identify themselves, teachers, peers, parents or other people who are role models and respected. Most adolescents identify themselves with their fathers, because their fathers have traits that are greatly admired and liked by them such as being firm, wise, hardworking and others; 4) Sympathy factor, if adolescents feel attracted to other adolescents, then these adolescents will approach to find out the adolescents they like. This feeling of attraction does not only occur with opposite-sex peers but also with same-sex peers, for example, if a friend is experiencing problems, they will care and help their friend in providing solutions or material assistance.

Some problems are likely to occur in a peer group. However, usually this peer group often minimizes the occurrence of problems. Research conducted by Rachman et al (2020), shows that in terms of conflict, peer interaction in adolescents is rarely done, namely fighting or arguing with friends and in terms of security that rarely occurs, namely telling friends something that cannot be told to others. This proves that adolescents strongly avoid physical fights and arguments that can damage their friendly relationships. Teenagers prefer to solve problems through calmer discussions or even avoid the problem altogether. Trust and confidentiality are also important in adolescent friendships, but sometimes they feel unsure and fear that their secrets will not be kept. This requires teens to be more careful in sharing information. Thus, to avoid conflict, adolescents prefer to maintain good relationships with their peers.

### **Peer Interaction in Improving Interpersonal Competence**

Social interaction is an important thing in life, especially as we are social creatures who certainly cannot be separated from the help of other individuals. Peer interaction affects individual character, because adolescence is a time when individuals will take lessons from friends and the surrounding environment (Swid et al., 2022). Peer interaction plays an important role in improving adolescents' interpersonal competence. Through peer interactions, adolescents learn various social skills which are certainly very beneficial for themselves.

Based on research conducted by Andriyani et al (2023), peer interaction can increase student self-confidence, because encouragement and support from peers can convince students to be more confident. Therefore, to increase self-confidence, each individual must be able to make friends and get along. With self-confidence, each individual can do any positive things in front of others, such as being proficient in effective communication, easily adapting to new environments, and other interpersonal competencies. In addition, Utami & Haryati (2023) conducted research and obtained the results that there is an influence between peer interaction and self-efficacy.

According to Astuti et al (2024), peers play a role in the social development of students, practicing communication skills, respecting differences in opinion, problem solving skills, learning new things and being able to express their wishes. Peer group interaction also contributes to motivating and fostering enthusiasm for learning, so this makes interaction with peers have a positive impact (Fadhilah & Mukhlis, 2021). With peers, adolescents will learn behaviors that are used to adapt to their social situations and environments. Peer social interactions include the intensity of interaction, the role of friends, involvement in groups, and attitudes of belonging in individual social acceptance of other individuals in a friendship environment (Andangjati et al., 2021). Usually, adolescents often interact with peers through communication activities because of a need to help and cooperate with each other (Siroj et al., 2019). Thus, this peer interaction can help adolescents improve interpersonal skills and prepare adolescents to face social challenges in the future.

## **CONCLUSIONS**

A peer is an individual who has the same age, position, and thinking. Peer interaction in adolescents occurs when they carry out the same activities or activities, which then fosters feelings towards fellow peers in a community or group which includes the formation of an attitude of tolerance, cooperation, and mutual assistance. Usually, teenagers prefer to avoid conflict in friendships and maintain good relationships. Peer interactions are often carried out by adolescents in their social environment. Based on studies that have been conducted, peer interaction can help adolescents improve interpersonal skills and prepare adolescents to face social challenges in the future. Through peer



interaction, adolescents can learn various social skills that are certainly very beneficial for themselves and the surrounding environment.

Peer interaction needs to be continuously carried out by each individual. Along with the flow of modernization, of course, the existence of communication and information technology is a challenge for adolescents to interact with their peers, because usually adolescents prefer to withdraw from their environment. Some efforts need to be made to maintain this peer interaction so that it can be maintained properly, namely 1) social researchers need to conduct further research on peer interaction; 2) policy makers/social workers/related parties, are expected to be able to design programs that aim to improve interpersonal competence through peer interaction.

## REFERENCES

- Andangjati, M. W., Soesilo, T. D., & Windrawanto, Y. (2021). Hubungan Antara Interaksi Sosial Teman Sebaya dengan Penerimaan Sosial Siswa Kelas XI. *Mimbar Ilmu*, 26(1), 167–173.
- Andriyani, P., Sutja, A., & Sarman, F. (2023). Pengaruh Interaksi Teman Sebaya terhadap Kepercayaan Diri Siswa di Mts N 2 Kota Jambi. *Innovative: Journal Of Social Science Research*, 3(3), 10258–10268.
- Astuti, F., Sapriya, S., & Jupri, J. (2024). Peran Teman Sebaya Dalam Mengembangkan Kecerdasan Sosial Peserta Didik (Studi Deskriptif Kualitatif di Kelas VII D SMP Negeri 29 Bandung). *Jurnal Ilmiah Wahana Pendidikan*, 10(6), 369–379.
- Darmawan, D., & Rosmilawati, I. (2020). Penguatan Pendidikan Karakter Melalui Kegiatan Pembiasaan Pada Program Paket C di Lembaga PKBM Negeri 21 Tebet Timur Jakarta. *Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)*, 5(1).
- Dongoran, D., & Boiliu, F. M. (2020). Pergaulan teman sebaya dalam pembentukan konsep diri siswa. *Jurnal Educatio FKIP Unma*, 6(2), 381–388.
- Fadhilah, N., & Mukhlis, A. M. A. (2021). Hubungan lingkungan keluarga, interaksi teman sebaya dan kecerdasan emosional dengan hasil belajar siswa. *Jurnal Pendidikan*, 22(1), 15–31.
- Latifah, L., & Ritonga, I. (2020). Systematic Literature Review (SLR): Kompetensi Sumber Daya Insani Bagi Perkembangan Perbankan Syariah Di Indonesia. *Al Maal: Journal of Islamic Economics and Banking*, 2(1), 63–80.
- Rachman, Y. A., Sunarti, E., & Herawati, T. (2020). Interaksi suami-istri, interaksi orang tua-anak, interaksi teman sebaya, dan resiliensi remaja. *Jurnal Ilmu Keluarga & Konsumen*, 13(1), 1–12.
- Risal, H. G., & Alam, F. A. (2021). Upaya Meningkatkan Hubungan Sosial Antar Teman Sebaya Melalui Layanan Bimbingan Kelompok Di Sekolah. *Jurnal Bimbingan Konseling Dan Psikologi*, 1(1), 1–10.
- Sepya, N., Zaini, A., & Solina, W. (2021). Profil Peserta Didik Interaksi Teman Sebaya pada di Kelas XI SMA PGRI 4 Padang.
- Siroj, E. Y., Sunarti, E., & Krisnatuti, D. (2019). Keberfungsian agama di keluarga, ancaman, interaksi teman sebaya, dan religiusitas remaja. *Jurnal Ilmu Keluarga Dan Konsumen*, 12(1), 13–25.
- Swid, A. F., Ayub, D., & Fitrilinda, D. (2022). Pengaruh Interaksi Sosial Teman Sebaya Terhadap Karakter Peduli Lingkungan Remaja Putri di Kampung Maredan Barat Kecamatan Tualang Kabupaten Siak. *Jurnal Pendidikan Nonformal*, 17(1), 17.
- Utami, M. N. A., & Haryati, T. (2023). Pengaruh Interaksi Teman Sebaya Terhadap Self-Efficacy Siswa. *Jurnal Ilmiah Global Education*, 4(3), 1430–1438.
- Yulia Hairina, M. P. P., Shanty Komalasari, M. P. P., & Mahdia Fadhila, M. P. P. (2023). *Interpersonal Skill: Pengembangan Diri yang Unggul*. Nas Media Pustaka.  
<https://books.google.co.id/books?id=BletEAAAQBAJ>