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Patterns of Peer Social Support in Maintaining the Psychological Well-being of Students at MAN 1 Banyumas

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Abstract

Patterns of peer social support in maintaining the psychological well-being of students at MAN 1 Banyumas are examined in relation to adolescent vulnerability to academic pressure, social adjustment challenges, and personal problems that require continuous emotional buffering in school life. Adolescence represents a critical developmental stage in which peer relationships become central to daily coping and emotional regulation within the madrasah environment. A qualitative case study approach was employed, with data collected through observation, in-depth interviews, and documentation. Findings show that peer social support operates through emotional assistance, academic collaboration, informational exchange, and companionship, enabling students to manage stress and interpersonal conflict more effectively. Peer networks also function as informal pathways that often precede formal counseling access, highlighting their structural importance in help-seeking behavior. Although positive peer relations strengthen psychological well-being and classroom climate, closed friendship groups may restrict broader social interaction and occasionally generate minor conflict. Overall, peer social support constitutes a key relational mechanism in sustaining students' psychological well-being and fostering supportive school environments.

Keywords : Academic Stress, Adolescent Well-Being, Peer Interaction, Psychological Support, Social Relationships.



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INTRODUCTION

The increasing scholarly attention to adolescent psychological well-being in educational contexts reflects a broader transformation within global human interaction and social studies that positions schools as complex social ecosystems rather than mere sites of academic instruction (Ballantine, Stuber, & Everitt, 2021). Within these ecosystems, students continuously negotiate identity, emotional stability, and interpersonal belonging through daily interactions that extend beyond formal learning structures. Contemporary sociological thought emphasizes that educational institutions function as primary spaces of socialization where peer relationships significantly shape behavioral adaptation and emotional development (Darmon, 2023). In adolescence, these interactions become particularly influential because students are in a developmental phase characterized by heightened sensitivity to social feedback and peer validation. Peer networks often become the primary reference group for emotional expression, decision-making, and coping with academic and personal pressures, especially in structured school environments. In Islamic schooling contexts, such as madrasahs, these dynamics are further embedded within collective values that emphasize solidarity, respect, and communal responsibility, which shape how students form and maintain social bonds (Hanif, 2015). This makes the school environment not only an academic space but also a critical arena for the development of psychological well-being through everyday social interaction.

Empirical literature has consistently demonstrated that social support plays a vital role in shaping students' psychological outcomes, particularly in reducing stress and enhancing emotional stability across different educational settings (Yusof et al., 2022). Research among adolescent populations shows that peer support contributes significantly to emotional resilience by providing validation, encouragement, and a sense of belonging during challenging academic periods. Studies on international and diverse student groups further confirm that social support networks function as protective factors that buffer psychological distress and improve overall well-being (Alshammari et al., 2023). Other

findings indicate that students with strong peer relationships tend to exhibit better emotional regulation and higher subjective well-being because they feel socially integrated within their learning communities (Thohiroh, Novianti, & Yudiana, 2019). Recent studies also highlight that emotional intelligence interacts with peer support to enhance adolescents' psychological adjustment in school contexts (Muspitasari, Noveni, & Grafiyana, 2024). Taken together, these studies suggest that peer social support is not merely supplementary but central to how students maintain psychological balance in educational environments.

However, despite the growing body of research, existing studies still exhibit conceptual and methodological limitations that restrict a deeper understanding of peer social support as a lived social process rather than a static variable. Much of the literature tends to operationalize social support in quantitative terms without adequately capturing how support is actively constructed through everyday peer interactions (Shin & Gyeong, 2023). Many studies also focus on outcome-based correlations between social support and psychological well-being, leaving the relational mechanisms underexplored. Research in educational psychology often prioritizes intervention outcomes or institutional performance indicators rather than examining the micro-level dynamics of student relationships in real school settings. Even when social support is acknowledged as important, its forms—such as emotional, informational, and instrumental support—are rarely analyzed in a context-sensitive manner. There is also limited exploration of how cultural and institutional settings, particularly madrasahs, shape the meaning and practice of peer support in students' daily lives (Tuzzahrok, Majdi, & Suhaili, 2025).

These limitations create a significant gap in understanding how peer support operates as a dynamic social mechanism embedded in students' everyday school experiences. The absence of contextualized analysis makes it difficult to explain how students actually mobilize peer relationships to manage stress, academic pressure, and emotional instability in real-time interactions. From a practical standpoint, schools increasingly rely on formal counseling systems, yet these structures may not fully capture or respond to the informal support networks that naturally emerge among students. Observations from various educational contexts indicate that peer relationships often serve as the first and most accessible source of emotional assistance before students seek institutional help. In real school life, students frequently rely on friends to interpret academic challenges, resolve interpersonal conflict, and maintain emotional balance during stressful periods. This reality suggests a need to move beyond structural explanations and toward an interaction-based understanding of student well-being.

Within this gap, the present study positions peer social support as a socially constructed process embedded in the daily interactions of students rather than merely an external factor influencing psychological outcomes. The research is situated in the context of MAN 1 Banyumas, where preliminary observations suggest that students tend to rely heavily on peers for discussing both academic and personal issues. This indicates the presence of informal support systems that may significantly shape students' emotional experiences and social adaptation within the madrasah environment. The study therefore seeks to explore how these peer-based interactions function as mechanisms of psychological maintenance in a structured Islamic educational setting. Rather than treating social support as an abstract concept, this research focuses on how it is experienced, practiced, and sustained through everyday student relationships.

The purpose of this study is to identify patterns of peer social support among students at MAN 1 Banyumas, to analyze how these patterns relate to psychological well-being, and to understand their implications for social relationships within the madrasah context. Theoretically, the study contributes to sociological and psychological literature by reframing peer support as an interactional process embedded in educational social structures. Methodologically, it provides a context-sensitive approach to examining student relationships in an Islamic schooling environment, offering insights that go beyond conventional quantitative correlations. Practically, the findings are expected to inform educators and school stakeholders about the importance of strengthening natural peer support systems as part of a holistic strategy for promoting student psychological well-being. Ultimately, this research highlights how everyday student interactions constitute a crucial foundation for emotional resilience and social stability in adolescent educational life.

RESEARCH METHODS

This study employs an empirical qualitative research design grounded in a field-based case study approach to examine patterns of peer social support among students at MAN 1 Banyumas, a setting

selected due to its socially dynamic environment that enables rich observation of interpersonal interactions in educational life. The participants consist primarily of students who actively experience peer social support in daily school interactions, complemented by guidance and counseling teachers as well as homeroom teachers to provide contextual triangulation of students' lived experiences. A purposive sampling technique is applied to ensure that informants are selected based on their direct involvement, communicative capacity, and experiential relevance to peer interaction phenomena, a strategy widely recommended in qualitative social research to enhance depth of understanding (Creswell, 2021). Data collection is conducted through three integrated techniques, namely non-participant observation of student interactions across classrooms, school yards, cafeterias, and extracurricular spaces, in-depth semi-structured interviews focusing on students' experiences of emotional, informational, and instrumental peer support, and document analysis of counseling records and relevant school reports to complement observational and interview data. This combination allows the researcher to capture both observable interaction patterns and subjective meanings embedded in peer relationships within the madrasah context.

The research instruments include observation guidelines, semi-structured interview protocols, and document analysis checklists designed to ensure consistency in data collection across different sources and contexts. Instrument validity is strengthened through expert review and iterative refinement during preliminary field engagement, while data credibility is enhanced using methodological triangulation across observation, interviews, and documentation, as well as source triangulation among students and teachers. Data analysis follows the interactive model of Miles, Huberman, and Saldaña, involving continuous cycles of data reduction, data display, and conclusion drawing to identify recurring patterns of peer support and their implications for psychological well-being. Analytical rigor is maintained through systematic coding procedures that allow categorization of interactional forms of support and their relational meanings within student networks. Ethical considerations are strictly observed through informed consent, confidentiality protection, voluntary participation, and careful anonymization of participant identities to ensure that all research activities comply with ethical standards in educational and social research, particularly in studies involving adolescents in institutional settings.

RESULTS AND DISCUSSION

Integrated Student Narratives and Peer Support Mechanisms in Academic Stress Management

Peer social support at MAN 1 Banyumas operates as a central relational mechanism through which students manage academic stress, interpersonal conflict, and personal difficulties within the madrasah environment, where peer groups function as dominant agents of adolescent socialization shaping emotional regulation and coping strategies (Darmon, 2023). Students consistently position peers as the first line of emotional disclosure, particularly when facing academic pressure, because peer interaction is perceived as more accessible and less judgmental than formal institutional channels. This reliance reflects the embeddedness of peer relations in everyday school life, where social proximity enables continuous emotional exchange. The intensity of these interactions indicates that psychological coping is structurally mediated by peer-based relational systems rather than individual strategies alone.

Students' narratives show that emotional support is the most dominant and immediate form of assistance, manifested through listening, encouragement, and shared understanding during stressful academic situations. Many students report that discussing problems with friends produces faster emotional relief compared to consulting teachers or counselors, reinforcing the centrality of informal networks in psychological regulation. This aligns with evidence that peer social support significantly reduces stress and enhances adolescent well-being through emotional validation processes (Yusof et al., 2022). Emotional accessibility within peer relationships thus becomes a critical determinant of help-seeking behavior and self-disclosure patterns in school contexts.

Observational data across classrooms, cafeterias, school yards, and extracurricular spaces reveal that peer support emerges through both structured academic collaboration and spontaneous informal interaction. Students engage in group-based learning during formal lessons while simultaneously exchanging emotional concerns during breaks or unstructured moments, indicating that peer support is spatially and temporally fluid. These patterns demonstrate that social interaction in educational environments is continuously produced through everyday routines and situational needs rather than

formal organization alone (Ritzer & Stepnisky, 2021). The overlap between academic and emotional interaction spaces strengthens the integration of cognitive and affective support systems.

Peer support also extends into academic collaboration, where students collectively solve learning difficulties, exchange materials, and explain concepts that are not fully understood in classroom instruction. This dual function illustrates that peer networks operate simultaneously as cognitive scaffolding and emotional buffering systems within the madrasah context. Such integration enhances both academic comprehension and psychological stability, showing that learning processes are socially distributed rather than individually constructed. The findings highlight how peer relationships function as adaptive mechanisms that sustain student performance and emotional balance concurrently.

Teacher and counseling data indicate that students rarely seek formal psychological assistance without first consulting peers, suggesting that peer networks function as informal gatekeeping structures in help-seeking trajectories. Guidance counselors observe that peers often mediate the interpretation of personal and academic problems before students approach institutional support systems. This pattern reflects the buffering role of peer relationships in adolescent psychological adjustment, where informal networks shape access to formal care (Shin & Gyeong, 2023). Such dynamics illustrate the layered structure of support systems operating within the school environment.

The emotional cohesion among students is reinforced by shared institutional culture and strong interpersonal trust, where peer relationships are frequently described as resembling familial bonds characterized by openness and mutual care. This cohesion reflects the role of social capital in sustaining collective resilience and strengthening interpersonal networks within educational institutions (Hanif, 2015). However, the presence of small, closed friendship clusters indicates that peer support is unevenly distributed, with strong internal bonds but limited cross-group interaction. Overall, peer social support functions as a continuous relational infrastructure that sustains psychological well-being through interconnected emotional, academic, and social processes embedded in daily school life.

Peer Interaction Patterns in Classroom and School Spaces

Peer interaction patterns at MAN 1 Banyumas demonstrate a highly dynamic social structure in which students continuously negotiate academic collaboration, emotional exchange, and group belonging across multiple spatial contexts within the madrasah. Classroom environments function as structured arenas where interaction is primarily oriented toward academic tasks such as group discussion, peer explanation, and collective problem-solving, yet these formal interactions frequently evolve into informal emotional exchanges when students encounter difficulty or stress during learning activities. This dual function indicates that academic spaces are simultaneously emotional spaces, where cognitive collaboration cannot be separated from psychological support processes embedded in peer relations. Such findings correspond with the sociological understanding that school environments operate as layered systems of social interaction shaping both intellectual and emotional development (Darmon, 2023). The fluid transition between academic and emotional interaction reflects the embedded nature of peer support in everyday school routines.

Beyond the classroom, cafeterias and school yards emerge as highly significant informal interaction zones where students engage in more open and emotionally expressive communication. These spaces reduce perceived institutional pressure, allowing students to discuss personal issues, social conflicts, and academic stress with greater emotional freedom compared to structured learning environments. Observational data show that peer groups often cluster in these areas during breaks, forming spontaneous discussion circles that function as informal support hubs. The intensity of interaction in these spaces suggests that emotional disclosure is spatially dependent, increasing in environments perceived as socially safe and non-evaluative. This spatial differentiation of interaction aligns with findings that peer support effectiveness is strongly influenced by environmental context and perceived social safety (Yusof et al., 2022).

Extracurricular activities and student organizations such as OSIS represent another critical layer of peer interaction, where students develop structured forms of collaboration that extend beyond academic requirements. Within these organizational settings, students engage in collective planning, leadership negotiation, and shared responsibility, which simultaneously foster cognitive coordination and emotional solidarity. These activities reinforce group identity and strengthen interpersonal trust through repeated cooperative engagement in goal-oriented tasks. The data suggest that organizational involvement amplifies peer cohesion by creating stable interaction networks that persist across different

school contexts. Such institutionalized collaboration reflects the role of structured educational participation in shaping social integration processes among adolescents (Ballantine, Stuber, & Everitt, 2021).

Digital communication spaces further extend peer interaction beyond physical boundaries, particularly through group messaging platforms used by students for academic coordination and emotional support. These online spaces function as continuous interaction channels where students exchange information about assignments while simultaneously providing encouragement, reassurance, and emotional validation. The persistence of communication in digital environments indicates that peer support is no longer limited to physical proximity but has evolved into a hybrid social system combining offline and online interactions. Students often report that digital peer communication helps maintain emotional continuity outside school hours, especially during periods of academic pressure. This hybrid interaction pattern reflects contemporary transformations in adolescent socialization processes shaped by digital connectivity (Ritzer & Stepnisky, 2021).

Across all observed spaces, peer interaction patterns reveal a consistent integration between academic cooperation and emotional support, suggesting that students do not separate learning from social bonding in their daily practices. The permeability between formal and informal spaces allows emotional regulation to occur continuously throughout the school day, reducing the accumulation of psychological stress. Teachers and counselors observe that such interaction patterns contribute to a more cohesive social environment, although they also note occasional clustering into exclusive friendship groups that may limit broader social integration. These patterns indicate that peer networks operate simultaneously as inclusive support systems and selective social boundaries. The coexistence of openness and exclusivity reflects the complexity of adolescent peer structuring within institutional settings.

The overall spatial and relational configuration of peer interaction at MAN 1 Banyumas demonstrates that social support is not confined to specific locations or formal structures but is distributed across multiple overlapping environments. Each space contributes differently to the formation of emotional, cognitive, and social support, creating a multilayered ecosystem of peer-based interaction. This structure allows students to access different forms of support depending on contextual needs, whether academic clarification, emotional relief, or social belonging. The findings reinforce the idea that psychological well-being is closely tied to the spatial organization of social interaction within educational institutions (Shin & Gyeong, 2023). Peer interaction thus emerges as a continuously adaptive system embedded in both physical and digital school environments.

Teacher and Counselor Perspectives on Peer Mediation and Student Help-Seeking Behavior

Data from guidance and counseling teachers at MAN 1 Banyumas indicate that peer relationships significantly shape students' pathways toward formal psychological support, where peers frequently function as initial interpreters of academic, social, and emotional problems before institutional intervention occurs. Teachers consistently report that students rarely approach counseling services directly when problems arise, but instead first disclose their difficulties to close friends who then provide emotional validation, informal advice, or encouragement to seek further help. This pattern positions peer networks as critical intermediary structures in the help-seeking process, mediating between individual distress and institutional response mechanisms. Such dynamics reflect broader sociological insights that social relationships structure access to institutional support systems and shape behavioral responses to stress within educational settings (Darmon, 2023). The counseling data therefore reveal that psychological support trajectories in the madrasah are socially routed rather than individually initiated.

Guidance counselors further emphasize that peer influence plays a decisive role in determining whether students escalate their problems to formal counseling services, particularly in cases involving academic stress, interpersonal conflict, or family-related pressure. Many students only agree to meet counselors after receiving reassurance or encouragement from peers who normalize help-seeking behavior and reduce stigma associated with counseling. This suggests that peer groups operate not only as emotional buffers but also as behavioral catalysts that shape institutional engagement patterns. The phenomenon aligns with findings that social support systems significantly influence psychological well-being by reducing perceived barriers to formal assistance and enhancing adaptive coping strategies

(Shin & Gyeong, 2023). Within this framework, peer mediation becomes a key mechanism in translating private distress into institutional recognition.

Table 1. Role of Peers in Student Help-Seeking Pathways (Based on Counselor Reports)

Help-Seeking Stage	Role of Peers	Student Behavior	Institutional Response
Initial distress	Emotional listener	Sharing problems informally	Not yet involved
Problem interpretation	Informal advisor	Seeking peer opinion	Indirect awareness
Decision stage	Motivator	Encouragement to seek help	Counseling referral
Resolution stage	Support companion	Accompanying counseling	Active collaboration

Table 1 illustrates that peer involvement is present across all stages of help-seeking behavior, from initial emotional disclosure to formal counseling engagement. The dominance of peer influence at the early stages indicates that emotional regulation is primarily managed within informal social structures before institutional systems are activated. Counselor observations confirm that students who receive peer encouragement are more likely to access formal psychological services earlier and with greater openness. This supports research emphasizing that peer networks function as both emotional regulators and behavioral facilitators in adolescent mental health processes (Yusof et al., 2022). The data suggest that institutional effectiveness is partially dependent on informal peer mediation pathways.

Beyond individual help-seeking behavior, teachers also highlight the role of peer networks in maintaining classroom stability and reducing conflict escalation among students. When interpersonal disputes arise, students often attempt resolution within peer groups before involving teachers or counselors, indicating a strong preference for horizontal conflict management. This informal mediation process frequently prevents minor disagreements from developing into more serious social disruptions within the classroom environment. Such patterns reflect the importance of peer-based governance structures in sustaining micro-level social order in educational institutions (Ballantine, Stuber, & Everitt, 2021). Peer mediation therefore functions as an essential component of school-based social regulation.

Counselors additionally observe that students who maintain strong peer support systems tend to exhibit higher emotional readiness when engaging in formal counseling sessions. These students demonstrate greater willingness to articulate problems, reflect on emotional states, and accept guidance from institutional actors. In contrast, students with weaker peer connections often display hesitation, emotional withdrawal, or resistance during counseling interactions. This variation suggests that peer relationships significantly shape emotional preparedness for institutional psychological intervention. The findings reinforce the buffering function of social support in enhancing psychological adaptability during stress exposure (Alshammari et al., 2023).

However, the counseling data also reveal potential limitations in peer-mediated support, particularly when friendship groups become overly closed or exclusive. In such cases, students may rely excessively on peer validation, delaying access to professional help even when problems intensify. Counselors identify this as a risk factor that can reduce the effectiveness of early intervention strategies within the school environment. Despite this limitation, peer networks remain the most frequently activated support system in students' daily coping processes. This duality highlights both the strengths and structural constraints of informal social support systems in educational contexts.

Overall, the integration of teacher and counselor perspectives demonstrates that peer social support functions as a foundational layer within the school's psychological support ecosystem. Peer networks shape not only emotional coping but also institutional engagement patterns, determining how and when students access formal assistance. The evidence indicates that effective counseling systems in madrasahs cannot be separated from the informal social dynamics that precede them. Psychological

well-being, therefore, emerges as the outcome of continuous interaction between peer-mediated support and institutional intervention structures.

Peer Social Support, Digital Interaction, and Psychological Well-being Outcomes

The final layer of findings illustrates that peer social support at MAN 1 Banyumas operates as an integrated system that extends beyond physical interaction into digital communication spaces, shaping students’ psychological well-being through continuous social connectivity. Students increasingly rely on online group communication to maintain emotional contact, coordinate academic tasks, and provide immediate peer reassurance outside school hours. This hybrid interaction structure reflects the transformation of adolescent socialization into a digitally mediated process where emotional support is no longer restricted to face-to-face encounters (Ritzer & Stepnisky, 2021). Within this context, psychological well-being becomes sustained through constant peer accessibility rather than episodic interaction.

Digital peer networks function as extensions of offline relationships, where students continue emotional conversations initiated in classrooms, cafeterias, or extracurricular settings. These online spaces are frequently used for academic clarification, but they also serve as informal arenas for expressing stress, frustration, and encouragement during high-pressure academic periods. The continuity between offline and online interaction demonstrates that peer support operates as a seamless communication system rather than separate social domains. This pattern aligns with the understanding that social support systems in contemporary adolescent life are increasingly hybrid and multidimensional in nature (Yusof et al., 2022).

Table 2. Integrated Impact of Peer Support on Psychological Well-being

Dimension of Support	Behavioral Indicator	Psychological Outcome	Dominant Pattern
Emotional support	Sharing stress	Reduced anxiety	High frequency
Academic support	Peer explanation	Increased confidence	Continuous
Social companionship	Group belonging	Emotional stability	Stable
Digital interaction	Online communication	Ongoing reassurance	Expansive

Table 2 demonstrates that psychological well-being among students is sustained through the simultaneous operation of emotional, academic, social, and digital support dimensions. Emotional and digital interactions appear most influential in maintaining stability during periods of academic pressure, particularly when students are outside formal school settings. The persistence of digital communication ensures that emotional support does not end with the school day but continues in real time across different contexts. These findings reinforce the buffering role of peer networks in mitigating stress and enhancing adaptive coping mechanisms (Shin & Gyeong, 2023).

Field observations indicate that students who maintain strong peer networks across both offline and online environments exhibit higher emotional resilience and lower tendencies toward academic withdrawal. These students demonstrate greater ability to regulate stress through continuous peer validation and shared problem-solving processes. In contrast, students with weaker or fragmented peer connections show more vulnerability to academic pressure and emotional instability. This variation suggests that the density and continuity of peer interaction directly influence psychological outcomes in educational settings. The findings correspond with research emphasizing the protective function of social support in adolescent mental health development (Alshammari et al., 2023).

The structure of peer support at MAN 1 Banyumas is further reinforced by institutional culture that encourages collaboration, collective responsibility, and group-based learning practices. These cultural and pedagogical frameworks indirectly strengthen peer bonding by normalizing interdependence in academic tasks and social behavior. Teachers observe that students who actively engage in collaborative activities tend to develop stronger emotional attachment to peer groups, which subsequently enhances their coping capacity during stress. Such dynamics reflect the role of educational

institutions in shaping social capital formation and interpersonal trust among students (Hanif, 2015). Peer support thus emerges as both a cultural and structural product of the madrasah environment.

Despite its strengths, the system also reveals potential vulnerabilities, particularly when peer groups become overly insular or dependent on limited social circles. In such cases, emotional reinforcement may remain strong internally but weak across the broader student network, reducing opportunities for diverse social learning. Nevertheless, even within these constraints, peer-based interaction remains the dominant mechanism for psychological regulation among students. The findings suggest that informal peer systems function as the primary stabilizer of emotional life in school contexts, complementing but often preceding formal institutional support structures (Ballantine, Stuber, & Everitt, 2021).

The synthesis of findings across physical and digital domains confirms that peer social support constitutes a continuous ecological system sustaining psychological well-being among students. Emotional stability is not produced through isolated interventions but through ongoing interactional flows embedded in daily academic and social life. The convergence of classroom interaction, informal social spaces, counseling pathways, and digital communication forms a multilayered support structure. This integrated system highlights that adolescent well-being is fundamentally relational, socially constructed, and sustained through persistent peer connectivity across multiple environments.

CONCLUSION

This study demonstrates that peer relationships at MAN 1 Banyumas play a fundamental and continuous role in maintaining students' psychological well-being, functioning not merely as informal social interaction but as a structured and multidimensional support system that helps students manage academic stress, emotional pressure, and interpersonal conflict in their daily school life. Across classroom activities, informal school spaces, counseling interactions, and digital communication networks, peers consistently emerge as the primary and most accessible source of emotional comfort, academic assistance, and social validation, often preceding any engagement with formal institutional support. These interaction patterns indicate that psychological well-being in the madrasah context is socially constructed through continuous peer engagement, where emotional security is reinforced through repeated everyday interactions rather than isolated interventions. The findings also highlight that the madrasah environment operates simultaneously as an academic institution and a socio-emotional space in which adolescent mental stability is shaped through dense interpersonal networks and shared lived experiences.

From a theoretical perspective, the integration of social support theory, adolescent interaction frameworks, and psychological well-being concepts provides a coherent and robust analytical foundation for explaining how peer networks function as mechanisms of emotional regulation in educational settings. The study confirms that psychological well-being is not an individual psychological state alone but a relational outcome produced through ongoing peer interactions that combine emotional support, academic collaboration, and a sense of belonging within student social structures. Methodologically, the qualitative case study approach supported by in-depth interviews, non-participant observation, and document analysis enabled a rich and contextualized understanding of peer support dynamics in their natural setting, with triangulation strengthening the credibility and consistency of the findings across multiple data sources. However, the study is limited by its focus on a single institution, which restricts the generalizability of the results beyond the specific context of MAN 1 Banyumas. Future research is recommended to expand the scope across multiple educational institutions and adopt longitudinal or mixed-method approaches to produce a more comprehensive understanding of peer social support and adolescent psychological well-being over time.

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