# Parenting Style, Social Support, Peer Relationship, and Coping Strategies among Students During Online Learning

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**Abstract**

Covid-19 has significantly impacted the daily lives of all people, so the government needs to take public health measures such as distance and online learning, which makes students adapt to solving problems through coping strategies. This study analyses the influence of parenting style, social support, and peer relationships on students' online learning coping strategies. This study uses an associative quantitative approach. The population in this study were students at the Universitas Negeri Jakarta (UNJ). This study involved 505 students at the Universitas Negeri Jakarta with a voluntary sampling technique. The researcher conducted this study at Universitas Negeri Jakarta from April to June 2023. The researcher analyses the research data using descriptive and inferential statistics, including multiple linear regression tests. The regression test results show that parenting style, social support, and peer relationships can improve student coping strategies. As much as 34.7 percent of adaptability in adjusting or solving student problems can be explained through parenting style, social support, and peer relationships. This research implies that parents and peers contribute significantly to students' coping strategies. Both have their respective roles that can increase or decrease a student's ability to adapt to the problems they face.

Keywords: coping strategies, family, online learning, peers, students

**Abstrak**

Covid-19 telah berdampak signifikan terhadap kehidupan sehari-hari semua orang, sehingga pemerintah perlu mengambil langkah-langkah kesehatan masyarakat seperti pembelajaran jarak jauh dan online, yang membuat siswa beradaptasi dalam memecahkan masalah melalui strategi coping. Penelitian ini menganalisis pengaruh pola asuh orang tua, dukungan sosial, dan hubungan teman sebaya terhadap strategi coping pembelajaran online siswa. Penelitian ini menggunakan pendekatan kuantitatif asosiatif. Populasi dalam penelitian ini adalah mahasiswa Universitas Negeri Jakarta (UNJ). Penelitian ini melibatkan 505 mahasiswa Universitas Negeri Jakarta dengan teknik voluntary sampling. Peneliti melakukan penelitian ini di Universitas Negeri Jakarta pada bulan April sampai dengan Juni 2023. Peneliti menganalisis data penelitian menggunakan statistik deskriptif dan inferensial, termasuk uji regresi linier berganda. Hasil uji regresi menunjukkan bahwa pola asuh orang tua, dukungan sosial, dan hubungan teman sebaya dapat meningkatkan strategi coping siswa. Sebanyak 34,7 persen kemampuan adaptasi dalam menyesuaikan diri atau menyelesaikan permasalahan siswa dapat dijelaskan melalui gaya pengasuhan, dukungan sosial, dan hubungan teman sebaya. Penelitian ini menyiratkan bahwa orang tua dan teman sebaya berkontribusi signifikan terhadap strategi coping siswa. Keduanya mempunyai peran masing-masing yang dapat meningkatkan atau menurunkan kemampuan seorang siswa dalam beradaptasi terhadap permasalahan yang dihadapinya.

Kata kunci: keluarga, mahasiswa, pembelajaran *online*, strategi coping, teman sebaya

## Introduction

The public health measures implemented in response to COVID-19 significantly impacted the daily lives of all people (Dratva et al., 2020). The Indonesian government urges people to keep their distance and use masks when moving. College students are not considered a risk group for Covid-19. However, threatening news can cause stress (Barseli et al., 2020; Dratva et al., 2020). This pandemic can be the primary stressor for students experiencing anxiety when facing lectures (Fahrianti & Nurmina, 2021). The causes of psychological distress related to COVID-19 are multifactorial and tend to vary for everyone (Counted et al., 2020).

The Indonesian government issued Circular Number 15 of 2020 to implement a study from home policy through distance learning (Kemendikbud, 2020). Other 107 countries in the world also changed their learning patterns to virtual learning due to the spread of the coronavirus (Asriati & Pamangin, 2022). Distance education emphasizes independent, guided, structured learning using various resources (Bonaria, 2021). Online learning, as a newer version of distance learning, increases access to educational opportunities for learners (Moore et al., 2011). For early semester students, online learning is not a pleasant condition because they have yet to have the opportunity to get to know the situation and conditions of the campus (Fitria & Saputra, 2020). Various academic demands that students must complete cause them to experience academic stress (Aminullah et al., 2019; Barseli et al., 2020; Pascoe et al., 2020). Academic stress can harm students' physical and mental conditions, including the tendency to experience smartphone addiction (Izzati et al., 2020). Academic stress is the body's response to academic-related demands that exceed students' adaptive abilities (Alsulami et al., 2018).

Sustained academic stress can harm students' learning abilities and educational attainment. People can feel stress at every age, and they try to overcome it. As a result, individuals must rely on the coping skills they have developed (Vavricek & Wanic, 2020). Sullivan (2010) states that coping is a strategy that shows an adaptive way of dealing with a problem or completing a task. Many research studies have confirmed the effectiveness of religious coping behaviors in helping people manage their depression and anxiety (Rababa et al., 2021).

Many factors shape student coping strategies, one of which is parenting style. Career interventions for children during the first three years of life effectively improve early childhood development outcomes in low, middle, and high-income countries (Jeong et al., 2021). The results of research by Sahithya et al. (2019) stated that the effect of parenting style appears to be the same regardless of the parent's cultural background, especially regarding the democratic parenting style, which gives better results than authoritarian and neglectful parenting styles. Parents must combine care and attention with the level of demands on children according to the stages of child development (Segrin & Flora, 2019). Excessive demands on the academic field can cause children to experience academic stress. When experiencing stress, someone will process their resources to determine the right coping strategy for dealing with difficulties. One of the crucial elements of family stress theory is the resources that come from individuals, families, or social networks. Personal resources include characteristics, education, parenting experiences, and psychological qualities that can influence parenting style (Wu & Xu, 2020). Hayek et al. (2022) revealed that parenting style can increase adolescent self-efficacy and improve academic achievement.

In addition to parenting styles, parents can also provide social support. Tobin et al. (1989) stated that social support is a factor in forming coping strategies. Due to environmental risks, social support is essential for maintaining good physical and psychological health (Cao et al., 2020). Social support for complex individuals reduces vulnerability from worry, stress, and pain (Sami & Naveeda, 2021). Social support can come from family and peers. Someone will feel social support from peers if they have close relationships. Since reaching adolescence, individuals try to find their identity by exploring and paying attention to their surroundings. They spend more time with the same age group, so peer relationships are essential in adolescent development. The research results by Cattelino et al. (2021) showed that higher self-efficacy is associated with lower depressive symptoms, particularly in adolescents with more schoolmates. Through associating with peers, students can understand and accept themselves, learn to respect and appreciate others and help and work together (Tu & Chu, 2020). Peer relationships are also an important factor affecting student learning.

Various studies have examined the impact of parenting style, social support, and peer relationships. The research results of Llorca et al. (2017) concluded that parenting style relates to how adolescents develop attachment to their peers and academic self-efficacy. The research results by Fahriza et al. (2022) found that authoritarian parenting tends to be detrimental to social development. Mukhtar & Mahmood (2018) added that feelings of social support strengthen the negative relationship between overprotective parenting and relational aggression and the positive relationship between anxious parenting and relational aggression. Chang et al. (2018) showed that parental and peer support were directly and indirectly related to depression levels. Harrist & Criss (2021) concluded that the family environment and peer environment have a significant role in the development of children and adolescents. Suldo et al. (2008) research corroborates that students who can communicate and rely on family members have fewer mental health problems. Furthermore, the more frequent use of positive coping strategies can withstand the adverse effects of stress. However, no research describes the link between the roles of family and peers in the coping strategies individuals use. This study aims to analyze the effect of parenting style, social support, and peer relationships on students' coping strategies during online learning.

## Methods

### Participant

This study uses an associative quantitative approach to see the causal relationship between two or more variables and aims to predict. This study involved four research variables: parenting style, social support, peer relationships, and coping strategies. The researcher conducted this study at Universitas Negeri Jakarta from April to June 2023. The population in this study were students at the Universitas Negeri Jakarta (UNJ). UNJ is one of the universities that implements distance learning and provides a learning management system for learning. The research sample consisted of 505 students who had experienced online learning while studying at UNJ and were selected using a voluntary sampling technique. Voluntary sampling is a voluntary sample selection technique in certain situations where the selection and distribution rules are unknown (Tiit, 2021). The data collected in this study is primary data consisting of child characteristics, parental characteristics, parenting styles, social support, relationships with peers, and coping strategies.

**Measurement**

Parenting style is the way parents educate and raise children. Parenting style was measured using the Parenting Style Four Factor Questionnaire (PSFFQ) instrument. The PSFFQ is an instrument designed to measure parenting style. The PSFFQ consists of 32 statement items with response choices: never, rarely, sometimes, often, and always (Shyny, 2017). All statement items are positive items.

Social support is the presence of people closest to provide advice, motivation, direction and show a way out when an individual experiences a problem and measured by the Multidimensional Scale of Perceived Social Support (MSPSS) (Laksmita et al., 2020). This instrument consists of three dimensions: family, friends, and significant others. MSPSS consists of 12 statement items with answer choices from strongly disagree to strongly agree (four-point Likert scale).

Peer relationship is relationship between people with equal age characteristics and measured using the Peer Relationship Scale (Aydoğdu, 2021). This instrument consists of four dimensions: intimacy, popularity, trust, and insightfulness. This instrument consists of 29 items with response options: strongly agree, agree, disagree, and strongly disagree.

Coping strategies are individual responses in dealing with stress caused by the problems they are facing and measured using the modified Academic Coping Strategies Scale (ACSS) instrument. This instrument consists of three dimensions: approach, avoidance, and social support (Sullivan, 2010). The modified ACSS consists of ten items: seven positive items and three negative items. There are four answer choices on positive items, with strongly disagree = 1 and strongly agree = 4. On the other hand, on negative items, there are four answer choices with strongly agree = 1 and strongly disagree = 4.

All instruments used in this research are the result of adaptation and development of the standard instruments PSFFQ, MSPSS, PRS, and ACSS (Aydoğdu, 2021; Laksmita et al., 2020; Shyny, 2017; Sullivan, 2010). Each instrument goes through a validation stage carried out by two material and instrument experts. Next, empirical testing was carried out involving students to determine the level of validity of the items and the level of reliability of the instrument. Only valid items will be used in data collection.

**Analysis**

Before being used, the four instruments underwent validity and reliability testing first. Validity and reliability testing using SPSS software. After collecting data, researchers process the data. Researchers add up the data for each variable to produce a total score. Next, change the total score to an index score. There is a classification of research variables into three categories, namely low (index <60), moderate (index 60-80), and high (index> 80) (Khomsan, 2003).

The researcher analyses the research data using descriptive and inferential statistics. Descriptive statistics calculate the minimum value, maximum value, average value, standard deviation, and categories (sum and percentage), while inferential statistics use multiple linear regression tests. There are several prerequisite tests: normality, linearity, autocorrelation, heteroscedasticity, and multicollinearity tests. Multiple linear regression testing aims to test the hypothesis regarding the influence of parenting style, social support, and peer relationships on student coping strategies.

## Findings

**Respondent Characteristic**

Many respondents of this study are 2021 batch students (second-year students) of 266 students (52.67%). The rest came from other generations who had participated in online learning. Class class is related to the length of time students have spent on campus. In addition, the research respondents were also dominated by female students (76.24%) aged 20 years (41.78%).

Birth order is when a child is born in a family. The child born first with no siblings is the only child, while the first child with siblings is called the eldest child. A child born last with older siblings is the youngest child, regardless of the sex of the older siblings. Meanwhile, children born between the eldest and youngest are called middle children. Based on the characteristics of the respondents in the order of birth, the respondents were dominated by the eldest child, youngest child, middle child, and only child, respectively.

Scholarships are financial assistance given to individuals to pursue educational needs. As many as 40.59 percent of the respondents were scholarship recipients, both those whose funding sources were from the government or private institutions. Some of the scholarships that are commonly received by undergraduate students are Bidik Misi, Jakarta Excellent Student Card, Smart Indonesia Card, Improved Academic Achievement, Karya Salemba Empat, Jakarta Scholarship Foundation, Baitul Maal BRILiaN Foundation, and others. In Higher Education, students need to pay tuition fees every semester. Since the issuance of Permendikbud Number 55 in 2013, the tuition fee payment system has used a Single Tuition Fee (STF). STF has eight groups (plus one Bidik Misi scholarship group), categorized by considering the economic conditions of the parents/students/parties who finance them. STF costs for each group in different study programs at the same university could be slightly different. The determination of the amount of STF at Universitas Negeri Jakarta follows the Chancellor's Decree Number 386/UN39/TM.01.02/2020. Many research respondents are students from group 3 (35.25%) with STF amounts ranging from IDR 2,700,000.00 to IDR 4,500,000.00.

The number of family members can determine the size of the family. According to the National Population and Family Planning Agency, small families consist of two to four family members, and medium families consist of five to six. In comparison, extended families consist of more than six family members. Many respondent's family are extended families (55.05%). Differences in the educational background of fathers and mothers will impact how they raise their children. Most fathers and mothers completed their last education at the equivalent high school level, followed by college graduates with bachelor's degrees. Working parents show they are trying to meet the family's needs by providing a protective function. The work of fathers and mothers may be different. However, if both of them have the same vision, the work of the father and mother is never a problem in the family. A private employee, entrepreneur, and laborer dominate the occupation of the respondent's father. At the same time, most of the respondents' mothers were housewives. Based on the research results, most respondents have income in the second group with IDR 1,800,001 to IDR 3,000,000.

**Parenting Style**

Parenting style is the way parents educate and raise children. The results showed that most students preferred an authoritarian parenting style (47.5%). Authoritarian parenting is a parenting pattern that emphasizes parents as the center of control and

decision-making. Almost all student parents have a high level of demandingness and a low level of responsiveness. Control of children is demonstrated to obtain compliance within a certain period.

Table 1. Classification of parenting styles accepted by students

| Parenting Style | n | % | Min-Max | Mean ± Std. dev |
|---|---|---|---|---|
| Authoritarian | 240 | 47.5 | 42.86 – 100 | 82.40 ± 11.83 |
| Authoritative | 104 | 20.6 | 56.25 – 100 | 81.73 ± 10.98 |
| Permissive | 91 | 18.0 | 55.00 – 100 | 80.55 ± 12.98 |
| Uninvolved | 70 | 13.9 | 42.86 – 100 | 79.44 ± 11.59 |

## Social Support

Social support is an effort made by others to give attention, enthusiasm, appreciation, acceptance, and help to someone. Social support comes from family, friends, or significant others in a person's life. The results showed that the social support received by students during online learning was in the moderate category (53.1%). Students get the most social support from friends (75.07) compared to family (73.53) or from other people (74.75). Respondents received emotional and informative support in solving the problems they faced. Attachment with peers in activities during college is high.

Table 2. Social support category

| Social Support | Category | | | | | | Min – Mix | Mean ± Std. dev |
|---|---|---|---|---|---|---|---|---|
| | Low | | Middle | | High | | | |
| | n | % | n | % | n | % | | |
| Family | 117 | 23.2 | 188 | 37.2 | 200 | 39.6 | 25 – 100 | 73.53 ± 20.87 |
| Friend | 81 | 16.0 | 227 | 45.0 | 197 | 39.0 | 25 – 100 | 75.07 ± 17.56 |
| Significant Others | 131 | 25.9 | 160 | 31.7 | 214 | 42.4 | 25 – 100 | 74.75 ± 23.58 |
| Total | 68 | 13.5 | 268 | 53.1 | 169 | 33.5 | 25 – 100 | 74.45 ± 14.04 |

## Peer Relationships

Peer relationships develop during interactions between individuals in a group whose members are of similar age and psychological development on average. The results showed moderate relationships between students and their peers during online learning (61.6%). Students gain high trust and insight from their peers, but intimacy and popularity are moderate. Students need to use learning platforms to get material or do assignments and exams during online learning. Different lecturers sometimes use different platforms. Peers can be a place to learn how to use learning platforms together.

Table 3. Peer relationship category

| Peer Relationship | Category | | | | | | Min – Max | Mean ± Std. dev |
|---|---|---|---|---|---|---|---|---|
| | Low | | Middle | | High | | | |
| | n | % | n | % | n | % | | |
| Intimacy | 110 | 21.8 | 244 | 48.3 | 151 | 29.9 | 25 – 100 | 73.22 ± 16.12 |
| Popularity | 182 | 36.0 | 190 | 37.6 | 133 | 26.3 | 25 – 100 | 68.88 ± 17.88 |
| Trust | 40 | 7.9 | 187 | 37.0 | 278 | 55.0 | 25 – 100 | 81.20 ± 13.49 |
| Insightfulness | 24 | 4.8 | 172 | 34.1 | 309 | 61.2 | 25 – 100 | 84.27 ± 12.73 |
| Total | 21 | 4.2 | 311 | 61.6 | 173 | 34.3 | 25 – 100 | 76.89 ± 11.29 |

**Coping Strategies**

In this study, coping strategies are students' abilities to overcome academic problems during online learning. The results showed that students' coping strategies were in the high category (60.8%), which was dominated by approaching the problems they faced (89.41). Respondents try to find out what mistakes have been made, try to learn from mistakes that have been made, and try to think about problems carefully before acting.

Table 4. Coping strategies category

| Coping Strategies | Category | | | | | | Min – Max | Mean ± Std. dev |
|---|---|---|---|---|---|---|---|---|
| | Low | | Middle | | High | | | |
| | n | % | n | % | n | % | | |
| Approach | 4 | 0.8 | 115 | 22.8 | 386 | 76.4 | 25 – 100 | 89.41 ± 11.41 |
| Avoidance | 103 | 20.4 | 266 | 52.7 | 136 | 26.9 | 25 – 100 | 70.97 ± 17.82 |
| Social Support | 65 | 12.9 | 214 | 42.4 | 226 | 44.8 | 25 – 100 | 79.44 ± 17.23 |
| Total | 8 | 1.6 | 190 | 37.6 | 307 | 60.8 | 27.8 – 100 | 81.99 ± 10.29 |

**The Influence of Parenting Style, Social Support, and Peer Relationships on Coping Strategies**

Inferentially, collected data will be analyzed using multiple regression testing. Before that, the researcher needs to run several prerequisites. The prerequisite tests consist of a normality test, linearity test, multi-collinearity test, autocorrelation test, and heteroscedasticity test. The Kolmogorov-Smirnov normality test concluded that the sample data came from a normally distributed population (p-value = 0.2000 > 0.05) on Table 5.

Table 5. One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|---|---|---|
| N | | 505 |
| Normal Parameters[a,b] | Mean | 0.000 |
| | Std. Deviation | 8.282 |
| Test Statistic | | 0.027 |
| Asymp. Sig. (2-tailed)[c] | | .200[d] |

a.Test distribution is Normal; b. Calculated from data; c. Lilliefors significance correction; d. This is a lower bound of the true significance.

Table 6 show that linearity testing using the ANOVA table concludes that the regression equation forms a linear line (p-value = 0.491 > 0.05).

Table 6. ANOVA Table

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Between Groups | (Combined) | 11044.764 | 33 | 334.690 | 3.732 | 0.000 |
| | Linearity | 8214.560 | 1 | 8214.560 | 91.604 | 0.000 |
| | Deviation from Linearity | 2830.204 | 32 | 88.444 | 0.986 | 0.491 |
| Within Groups | | 42236.729 | 471 | 89.675 | | |
| Total | | 53281.493 | 504 | | | |

In multicollinearity testing, paying attention to the VIF value < 10 and tolerance > 0.01 is necessary. The test results on the three independent variables have VIF values < 1.432 and tolerance > 0.698. It shows that there is no high correlation between the independent variables (Table 7).

Table 7. Collinearity Statistics

|  | Tolerance | VIF |
|---|---|---|
| (Constant) | 0.815 | 1.228 |
| Parenting Style | 0.814 | 1.228 |
| Peer Relationship | 0.698 | 1.432 |
| Social Support |  |  |

Dependent Variable: Coping Strategies

The autocorrelation test is related to the correlation between the residuals in one observation and the other in the regression model. The autocorrelation test produces a Durbin-Watson value of 2.088 with dU = 1.8698. It means that the value of dU < dw < 4-dU, which means there is no autocorrelation (Table 8).

Table 8. Model Summary

| R | R Square | Adjusted R Square | Std. error of the Estimate | Durbin-Watson |
|---|---|---|---|---|
| 0.593[a] | 0.351 | 0.347 | 8.307 | 2.088 |

a. Predictors: (constant), social support, parenting style, peer relationship; b. Dependent variable: coping strategies

The heteroscedasticity test determines whether there is a deviation. Heteroscedasticity test with the Park test (Table 9). The test results on the three independent variables provide a p-value of 0.087, 0.052, and 0.924, with all three > 0.05. Thus, there are no symptoms of heteroscedasticity. Based on testing the five classic assumptions above, the analysis can use parametric statistics by multiple linear regression testing.

Table 9. Park-test

|  | Unstandardized Coeff | | Standardized Coeff | t | Sig. |
|---|---|---|---|---|---|
|  | B | Std. error | Beta |  |  |
| (Constant) | 5.652 | 0.911 |  | 6.204 | 0.000 |
| Parenting Style | -0.018 | 0.010 | -0.084 | -1.715 | 0.087 |
| Peer Relationship | -0.020 | 0.010 | -0.095 | -1.947 | 0.052 |
| Social Support | 0.001 | 0.009 | .005 | 0.096 | 0.924 |

Table 10 show that the multiple linear regression model produces a regression equation of $31.409 + 0.189X_1 + 0.085 X_2 + 0.397 X_3$. Social support, parenting style, and peer relationships can improve students' coping strategies. Increasing the value of the variables social support, parenting style, and peer relationship respectively can increase the value of coping strategies by 0.189, 0.085, and 0.397. The results of the ANOVA test show that the value of F = 90.370 with a p-value = 0.000. It means a significant simultaneous influence between parenting style, social support, and peer relationships on students' coping strategies. The influence of each independent variable is positive and significant. As much as 34.7 percent of student coping strategies can be explained through parenting style, social support, and peer relationships (Table 8).

Table 10. Multiple linear regression test

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 18708.632 | 3 | 6236.211 | 90.370 | 0.000* |
| Residual | 34572.861 | 501 | 69.008 | | |
| Total | 53281.493 | 504 | | | |

a. Dependent variable: coping strategies; b. Predictors: (constant), social support, parenting style, peer relationship

## Discussion

Education can increase one's knowledge and develop one's mindset (Candra et al., 2017), including parenting. Differences in the educational background of fathers and mothers will impact how they raise their children. Most fathers and mothers completed their last education at the equivalent high school level, followed by college graduates with bachelor's degrees. The family is a shelter or shelter for all its members and a place to foster a sense of security and warmth (BKKBN, 2017). Working parents show they are trying to meet the family's needs by providing a protective function. The work of fathers and mothers may be different. However, if both of them have the same vision, the work of the father and mother is never a problem in the family. A private employee, entrepreneur, and laborer dominate the occupation of the respondent's father. At the same time, most of the respondents' mothers were housewives. Housewives can contribute to income, especially in underprivileged households (Telaumbanua & Nugraheni, 2018).

Family income can be obtained from main or side jobs (Telaumbanua & Nugraheni, 2018). Family income greatly influences the nutritional status of children (Agustin & Rahmawati, 2021). Based on the research results, most respondents in the second group have incomes of IDR 1,800,001 to IDR 3,000,000. The change from face-to-face learning to online and remote learning via the Internet requires students to adapt to rapid changes. Learning must still run smoothly, regardless of how students and lecturers are online. Students need to get good learning outcomes regardless of their ability to understand the material. Various learning platforms, stacked assignments, and short deadlines make students experience academic stress. So they need efforts to overcome these problems.

One effort to overcome this problem is to use coping strategies. Coping strategies are a person's ability to overcome various problems that surround his life (Utami & Pratitis, 2013). The results showed that students' coping strategies were in the high category, which was dominated by approaching the problems they faced. In line with the results of research (Zuhara et al., 2017) students predominantly use problem-focused coping strategies. Efforts made by students include trying to find out what their mistakes, trying to learn from mistakes, and trying to think about problems carefully before acting and working hard to solve the problems at hand.

One factor that influences student coping strategies is the experience of parenting styles applied by parents since childhood. Parenting style is the most prominent pattern of parental behavior in dealing with their children daily (Alfiasari et al., 2011). The results showed that most students preferred an authoritarian parenting style. The authoritarian parenting style is considered the best in providing limited freedom and opportunities to understand children, which will positively impact children's self-esteem (Jadon & Tripathi, 2017). Parenting style is related to forming a child's disciplinary character (Utami & Prasetyo, 2021). Parenting style influences the life satisfaction of first-year

students who live in dormitories through the children's character that is formed from childhood (Novianti & Alfiasari, 2017).

Another factor that influences coping strategies is social support. The results showed that the social support received by students during online learning was in the moderate category. Social support provided by peers through empathy, sharing, and mutual assistance will affect student life (Rufaida & Kustanti, 2018). Peer social support can also increase student self-efficacy in completing assignments (Hanapi & Agung, 2018). Social support provided by people around students can minimize stress (Zuhara et al., 2017). The results showed that students get the most significant social support from friends. Peers play a role in fostering learning discipline and generating motivation to learn (Nasution, 2018). Social support from friends is also significantly related to bullying prevention behavior (Sulfemi & Yasita, 2020) and types of bullying behavior (Putri, 2018).

Social support from peers comes through interactions with peers. The results showed moderate relationships between students and their peers during online learning (61.6%). The insightfulness dimension gets the highest average. It shows that students exchange insights when interacting or dealing with peers. Relationships with peers can also mediate the effect of social support on offering intentions in social marketing (Yang, 2021).

The results showed a significant simultaneous effect of parenting style, social support, and peer relationships on students' coping strategies. This study's results align with (Ju et al., 2020) that parenting style is indirectly related to risk-taking behavior through coping efficacy in young adults. The results of this study corroborate previous research from Llorca et al. (2017) that parenting style is related to how adolescents develop attachment to their peers and academic self-efficacy. The results of this study also corroborate Razurel et al.'s (2011) claim that women seek social support as a coping strategy. Social support comes from the people around him. Social support and coping strategies can also reduce the increased effects of stress (Roohafza et al., 2016).

Social support for complex individuals reduces vulnerability from worry, stress, and pain (Sami & Naveeda, 2021). In such stressful situations, students may rely heavily on supporting resources and information embedded in their social relationships with significant others to relieve stress and anxiety (Huang & Zhang, 2022). Social support is essential for maintaining good mental health (Bjørlykhaug et al., 2022).

The support provided by those closest to students during online learning benefits students. Providing enthusiasm, adequate learning facilities at home, and not making noise when children are participating in online learning are some forms of support parents provide. At the same time, peer support can be in the form of starting light conversations that can lighten the task load. In line with the results of Chang et al. (2018) showed that parental and peer support were directly and indirectly related to depression levels. The higher the support given by the people around him, the lower the chances of a child experiencing depression. Especially amid a storm of confusing information related to the handling of the COVID-19 virus.

A positive surrounding environment can arouse children's enthusiasm for learning. In line with the results of Harrist & Criss (2021), the family environment and peer environment have a significant role in the development of children and adolescents. As candidates for the nation's next generation, students must receive a quality education, even in less-than-optimal conditions. The existence of problems faced will form students into individuals who are rugged and robust against pressure. This research only involved

samples from one university in Jakarta. Other researchers can expand the study by involving more diverse respondents.

## Conclusion and Recommendation

### Conclusion

This study identified the characteristics of students and their families, parenting styles, social support, relationships with peers, and student coping strategies during online learning. The study results show that most students tend towards an authoritarian parenting style and get more social support from peers by exchanging information and solving problems using an approach to the problem at hand. The regression test results show that parenting style, social support, and peer relationships can improve students' coping strategies. As much as 34.7 percent of adaptability in adjusting or solving student problems can be explained through parenting style, social support, and peer relationships.

### Recommendation

This research implies that parents and peers contribute significantly to students' coping strategies. Both have their respective roles that can increase or decrease a student's ability to adapt to the problems they face. Parents must understand that their adult children interact more intensely with their peers than their parents. However, it is still necessary to provide boundaries so children do not commit delinquency. Parents still need to provide more warmth and less rejection. Meanwhile, peers, whether they realize it or not, jokes and simple conversations give individuals different feelings.

Higher Education (HE) needs to pay attention to emotional education to prevent the problem of coexistence. The policies implemented at Higher Education (HE) must create a positive campus climate so that students feel comfortable in the campus environment. In addition, students can feel the presence and involvement of Higher Education (HE) in solving problems or involving parties at Higher Education (HE).

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