

Development of a Psychological Measuring Tool: Peer Social Support Scale (PSSS)

Lukman Ansari Nahrudin^{1*}, Abellia Ulandari², Ananda Nurhikmawati³, Aulia Regina Rahmadinta⁴, Cahya Alya Fath⁵, Devi Anggraini⁶, Fauziah Aulia Ananto Putri⁷, Tri Astuti Anugrah Putri⁸, Aniq Hadiyah Bil Haq⁹

^{1,2,3,4,5,6,7,8,9} Psychology, Muhammadiyah University of East Kalimantan, Indonesia

* Corresponding Author: Lukman Ansari Nahrudin. E-mail: 2011102433006@umkt.ac.id.

Abstract

Peer social support is support that can come from anywhere given to individuals by their peer group. Students who receive social support from peers will feel that they are valuable, cared for, and feel like they are part of a group. This research is an effort to develop a measuring tool for peer social support in the form of a PSS scale called PSSS which is based on 5 aspects according to the theory presented by Sarafino. The aim of this research is to produce a student PSS measuring tool. The respondents involved in this research were 307 students in semesters 2 to 8. Validation of items through experts (raters) in the field of psychometrics and psychology with the results of item content validity (CVI) obtained was 0.71 to 0.96 and the reliability test results had a Cronbach Alpha reliability coefficient of 0.956. These results show that the PSSS can be used to measure the PSS obtained by students because this measuring instrument has been proven to have good psychometric properties and guidelines for the use of the PSSS measuring instrument have been produced.

Keywords : Development of a Measuring Tool, Psychology, Scale, Peer Social Support

Abstrak

Dukungan sosial teman sebaya merupakan dukungan yang bisa berasal dari mana saja yang diberikan kepada individu oleh kelompok sebayanya. Mahasiswa yang mendapatkan dukungan sosial teman sebaya akan merasa bahwa dirinya berharga, diperhatikan, dan merasa menjadi bagian dalam suatu kelompok. Penelitian ini merupakan upaya dalam mengembangkan alat ukur dukungan sosial teman sebaya yang berupa skala PSS yang disebut PSSS yang berdasarkan 5 aspek menurut teori yang dipaparkan oleh Sarafino. Tujuan dari penelitian ini adalah untuk menghasilkan alat ukur PSS mahasiswa. Responden yang terlibat dalam penelitian ini sebanyak 307 mahasiswa pada semester 2 sampai 8. Validasi item melalui ahli (rater) bidang psikometri dan psikologi dengan hasil content validity item (CVI) yang didapatkan adalah 0.71 sampai 0.96 dan hasil uji reliabilitas memiliki koefisien reliabilitas Cronbach Alpha sebesar 0.956. Hasil tersebut menunjukkan bahwa PSSS ini dapat digunakan untuk mengukur PSS yang diperoleh mahasiswa karena alat ukur ini terbukti memiliki properti psikometrik yang baik dan dihasilkannya pedoman penggunaan alat ukur PSSS.

Kata Kunci: Pengembangan Alat Ukur, Psikologi, Skala, Dukungan Sosial Teman Sebaya

1. Introduction

Students are students at the tertiary level. It is (Undang-Undang No. 12 Tahun 2012) written that students as members of the Academic Community are positioned as adults who have their own awareness in developing their potential in higher education to become intellectuals, scientists, practitioners, and/or professionals. There are many things students can do to develop their potential

in higher education. Things that can be done include actively learning, both theoretically and practically, as well as developing and applying science and technology (Zamista, 2018).

Students themselves have great responsibilities and hopes for the progress of the nation and state (Asril et al., 2023). Therefore, students have the right to obtain rights, services and freedom to fulfill their needs in the process of development (Altermatt, 2016). The current age of students ranges from 18-25 years. During this period, of course students need to fulfill their needs for the process of personal development. There are several needs that need to be met by individuals or students to reach the maximum stage in their development process (Barrera et al., 1981). The need that will be focused on in research on the development of this measuring tool is social support from peers.

Sarafino, (1998) defines peer social support or PSS as support given to individuals by their peer group, this support is in the form of physical and psychological comfort that makes individuals feel loved, cared for, appreciated and part of the group. The social support that students receive from peers can help students fulfill their social needs (Alaei & Hosseinneshad, 2020). Apart from that, from the research that has been conducted, It is known that peer social support has a significant influence on many aspects such as the campus environment (Widiantoro et al., 2019).

There are studies that prove that social support from peers influences self-efficacy, self-adjustment, psychological well-being, self-esteem, mental health problems (Rufaida et al., 2021) social interactions (Pasaribu, 2019), bullying behavior (Sulfemi & Yasita, 2020), and the meaning of life. (Lestari & Tatiyani, 2019) hardiness (Clarabella et al., 2015) and many more. In previous research, the results showed that there was a significant influence between social support from peers and students' self-efficacy. This shows that the greater the social support students have from peers, the greater their self-efficacy in completing their thesis (Hanapi & Agung, 2018). There is also other research which states that peer social support has a positive influence on psychological well-being in adolescents. (Mufidha, 2021) Results from other research also state that if peer social support and self-concept increase, then high school students' self-adjustment will also increase. This means that there is a significant influence between social support from peers and self-adjustment. Saputro & Sugiarti, (2021) Previous studies have shown the importance of peer support in a person's life, so an in-depth study is needed by creating appropriate measuring instruments.

The preparation of this scale is based on theory Sarafino, (1998) namely: (1) Emotional Support, namely support that is channeled in the form of emotional support in the form of peace, love, care and trust for someone, this support makes someone feel appreciated. (2) Esteem Support, can be a favor given to someone in exchange for recognition and occurs when people are advertised positively to motivate them to take action. A person feels valued because of this support, as do the individuals around him. (3) Tangible of Instrumental Support, which refers to assistance provided by other parties, which in this case can be provided by peers. (4) Informational Support, which includes suggestions and input about what someone needs. Usually, peers provide information support assistance like this, and find solutions to problems that occur to someone. and (5) Network Support, giving the feeling that the individual is a member of a certain group who then has the same interests followed by a sense of presence with members of that group is a form of support that the individual gets.

This PSS measuring instrument was developed with the aim and hope that knowledge related to the preparation of psychological measuring instruments can continue to develop (Brown et al., 1986). This measuring tool was also developed to find out how much peer social support students at various

Indonesian universities receive. Apart from that, with the development of this PSS measuring tool, it is hoped that this measuring tool will later be able to help other researchers who want to develop psychological measuring tools and conduct research related to PSS. The results of good validity and reliability tests will be useful for understanding the importance of social support obtained from peers, so the PSS measuring tool developed will have good psychometric properties. Apart from that, this measuring instrument can later be used by other researchers to develop science.

2. Literature Review

Concept and Construct of Peer Social Support

This research was carried out according to the theoretical basis put forward by Sarafino, (1998) defines PSS as assistance provided by peers that makes individuals feel loved, appreciated, cared for and included in a social group. It was further explained that PSS is assistance provided by peers who have more or less the same age or maturity level, with the aim of helping individuals in various aspects of life (Brown et al., 1993). PSS can help individuals to overcome stress, anxiety and depression and can increase happiness and self-esteem. PSS can help individuals to achieve better achievements (Wentzel & Watkins, 2002). PSS can help individuals to develop good social skills and build positive relationships with others (Cobb, 1976). Individuals who have positive and supportive relationships with their peers tend to receive more social support (Estell & Perdue, 2013). Individuals with certain characteristics, such as good social skills and an outgoing personality, tend to find it easier to get social support from their peers (Altermatt, 2016). PSS can vary depending on social context, such as culture, norms, and societal values (Kunwongse, 2013). PSS is an important factor that can contribute to an individual's mental health, emotional well-being, academic achievement, and social behavior (Maunder, 2018). Research on PSS is still ongoing to better understand the factors that influence it and how this support can be maximized to improve positive outcomes for individuals.

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There is currently a lot of research on PSS in the world of education, students who apply PSS can influence student involvement in the learning process and improve learning achievement (Hanapi & Agung, 2018). The preparation of the student PSS measuring instrument is based on the PSS theory above, using PSS aspects, namely Emotional Support, Esteem Support, Tangible of Instrumental Support, Informational Support, and Network Support aspects that are in accordance with student

needs in the learning process. These needs are then described in statement items that can describe indicators of each aspect of PSS. These items are then assessed by experts to test their validity and reliability.

3. Method

The research carried out is quantitative research with the type of research developing psychological instruments or measuring tools. The sampling technique used in this research is systematic random sampling. The respondents in this research were students from various universities in Indonesia. The total number of respondents involved was 307 students.

The data collection technique used is a scale arranged in the form of a google form and shared via social media, such as WhatsApp, Instagram and Facebook. This PSS measuring tool is prepared with favorable and unfavorable statement items and 4 answer categories, consisting of option 1 which indicates Very Unsuitable (STS) to option 4 which indicates Very Suitable (SS).

Data analysis carried out in this research was validation of psychological instruments. At this stage there are two stages that are then carried out, namely: 1). Validation of the instrument content using review by a team of experts (raters) in the fields of psychometrics and psychology as well as the content validity item (CVI) technique process from Aiken, (1985). 2). ITEMAN test, with the aim of knowing item difficulty, item differentiation, test reliability and measurement error. The formula proposed by Aiken is as follows.

$$\frac{\sum s}{n(c - 1)}$$

Where

V = item validity index

s = score determined by each rater minus the lowest score in the category used (s = r-lo,
r = rater's choice score and lo = lowest score in scoring category)

n = number of raters

c = number of ratings/criteria

The stages followed in this research went through several procedures, namely: 1). Developing constructs and blueprints, this process begins with exploring PSS theoretical concepts to produce normative definitions, create operational definitions, then map them in a grid, create item cards, and arrange them in a blueprint. 2). Expert assessment (rater), at this stage the grid that has been made in card form will be assessed by practitioners in the fields of psychometrics and psychology. 3). Validity and reliability tests, the validity tests carried out were content validity items (CVI) and reliability tests using the help of ITEMAN software.

4. Results and Discussion

The concept of measuring instruments that has been created based on the results of this research is a development of PSS theory Sarafino, (1998) regarding the support that individuals receive from their peers. This measuring tool aims to reveal students' PSS abilities in the learning interaction process. This measuring tool is named the Peer Social Support Scale (PSSS).

Based on the five aspects of PSS, namely Emotional Support, Esteem Support, Tangible or Instrumental Support, Informational Support, Network Support, it was then developed into several indicators so that they can represent each existing aspect. The Emotional Support aspect consists of three indicators, the Esteem Support aspect consists of two indicators, the Tangible or Instrumental Support aspect consists of three indicators, the Informational Support aspect consists of three indicators, Network Support consists of two indicators, so the total is thirteen indicators. Each indicator is developed into several items that can describe the indicator in question. The items formulated consist of two types, namely favorable items (F) and unfavorable items (UF).

The preparation of PSSS instrument items in the Emotional Support aspect consists of 3 indicators 18 items, the Esteem Support aspect consists of 2 indicators 6 items, the Tangible or Instrumental Support aspect consists of 3 indicators 10 items, the Informational Support aspect consists of 3 indicators 15 items, the Network Support consists from 2 indicators 8 items. So in total there are 57 items used in formulating the PSSS instrument. The concept of the PSSS measuring instrument is presented in **Figure 1**.

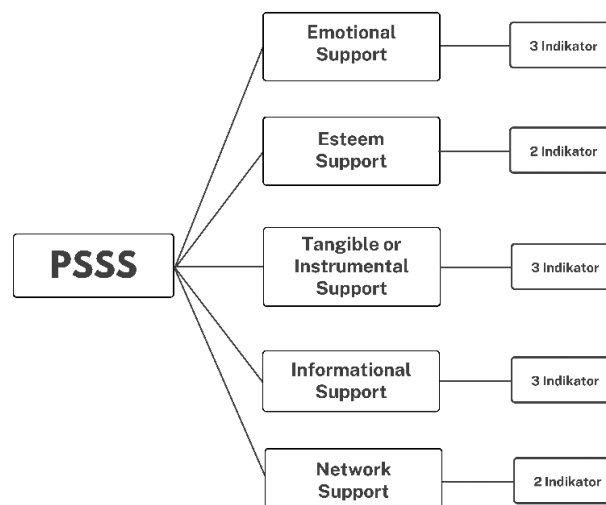


Figure 1. PSSS Measuring Instrument Concept

In the content validity testing process, each item is made into a card containing the item statement, item type F or UF, item indicator, item assessment instructions with an assessment score of 1 to 4, expert (rater) response to the item, and suggestions for improvement. The total number of PSSS item cards is 57 cards according to the number of items created with the example PSSS item card presented in **Figure 2**.

Butir aitem	<i>Favorable</i>
1. Teman saya memberikan pujian ketika saya memperoleh pencapaian baru.	
Silakan berikan penilaian (√) dengan nilai 1-4, sejauh mana butir aitem sesuai dengan Aspek dan Indikator soal yang disajikan berikut ini. 1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Aspek : Dukungan Penghargaan (Esteem support) Dorongan atau persetujuan ide atau perasaan yang menimbulkan rasa percaya diri dan bernilai pada individu Indikator Soal : Individu mendapatkan pujian dari teman sebaya.
Beri tanda (√) pada kotak di bawah. Jika butir sesuai dengan indikator (dinilai 3-4), maka silakan beri tanggapan berikan tanggapan "Tidak" Jika butir tersebut tidak sesuai dengan indikator (dinilai 1-2), apakah butir hanya menguji/mengukur bagian dari Aspek atau Indikator Soal? Tidak <input type="checkbox"/> Ya <input type="checkbox"/>	
Jika Bapak/Ibu menjawab "Ya", maka berilah saran perbaikan: 	

Figure 2. PSSS Item Rating Card

The PSSS item card was given to eight experts (raters) to assess the validity of each existing item, then each item's validity value or what is called CVI, will be calculated using the concept of Aiken, (1985) then the validity value of each item is 0.75 so that it can be said to be valid. Meanwhile, items that have a CVI value between ≥ 0.68 are said to be moderately valid items and items that have a CVI value between < 0.68 are said to be invalid.

Based on the results of calculating the Aiken score for each item, there were 18 invalid items that were deleted and 1 moderately valid item was not deleted. So the total number of items which was initially 57 became 39 items. Items in the Emotional Support aspect consist of 3 indicators 13 items, the Esteem Support aspect consists of 2 indicators 4 items, the Tangible or Instrumental Support aspect consists of 3 indicators 6 items, the Informational Support aspect consists of 3 indicators 11 items, Network Support consists of 2 indicators 5 items. Therefore, 39 items will be used to develop the PSSS psychology measuring tool. Based on this, it is necessary to rearrange the blue print so that you can see the distribution of items in each aspect and indicators which can be presented in **Table 1.**

Table 1. Blue Print of PSSS Measuring Instrument.

Aspect	Indicator	Item Type		Number of Items		Total Items
		F	UF	F	UF	
Emotional Support	Empathy/Affection	4, 12, 32, 48	21	4	1	5
	Get attention	5, 46, 47, 50	0	4	0	4
	Listen to complaints	6, 14, 23, 45	0	4	0	4
Esteem Support	Praise	1, 7, 15	0	3	0	3
	Get a positive assessment	17	0	1	0	1
Tangible or Instrumental Support	Material assistance	8	0	1	0	1
	Energy assistance	16, 25, 37	0	3	0	3
	Time help	30, 36	0	2	0	2

Informational Support	Providing advice and influence	3, 9, 39, 41,44	0	5	0	5
	Get the information needed	10, 40	31	2	1	3
	Convey positive ideas	11, 20, 28	0	3	0	3
Network Support	There are activities carried out together	42, 55	0	2	0	2
	There is recognition from peers	52, 57, 56	0	3	0	3
Total Items				37	2	39

The readability test was carried out on 13 students at the Muhammadiyah University of East Kalimantan. to ensure whether the language used in preparing the items can be understood by respondents (Arifin & Milla, 2020). Based on the results of the readability test on 13 students, it is known that the sentences used in the PSSS are quite understandable and there are no sentences that contain bias or seem ambiguous. The discrimination power of items is estimated through the correlation coefficient between the item score distribution and the total score distribution of the measuring instrument by correcting for the spurious overlap effect. Referring to Azwar, (2012), researchers set the number 0.3 as the minimum limit for accepting items. The data source for testing item discrimination power is obtained from the results of the field test . Reliability estimation uses Cronbach's Alpha internal consistency . Researchers set 0.9 as the minimum acceptance limit for the reliability of measuring instruments as stated by Azwar, (2012). The development of this PSSS measuring tool uses content validity analysis to find out which statement items are valid in order to measure the PSS obtained by students from various universities in Indonesia.

Validity is a measure that shows the level of validity of a test or measuring instrument (Azwar, 2014). Validity in developing measuring instruments is used to find out how precisely the measuring instrument is in measuring the thing it wants to measure (Kumaidi, 2014). A measuring instrument can be said to be valid if it can show data from variables accurately and does not deviate from the actual situation. There are several things that can affect the validity of a measuring instrument, namely the user of the measuring instrument and the subject being measured. The validity of a measuring instrument can be proven or tested by content validity, construct validity and criterion validity (Azwar, 2014). The validity test used in this research is content validity, namely a validity that tests the elements of the measuring instrument and then processes them using rational analysis.

Content validity testing is carried out by experts (raters) in the field of psychometrics and psychology, Faculty of Psychology, Muhammadiyah University of East Kalimantan who are independent and have experience conducting research as suggested by Aiken, (1985). With a total of 8 experts (raters), the item content validity index (CVI) is at least which was determined to be 0.75 with right-tail probability $p=0.01$. Aiken, (1985) Content validity using CVI in the preparation of this measuring instrument obtained a score of 0.71 – 0.96. Then the Reliability Test uses the help of ITEMAN software, with the aim of finding out item difficulty, item differentiation, test reliability and measurement error. The Aiken formula resulting from content validity analysis is described in **Table 2**.

Table 2. Results of Content Validity Analysis.

QUESTION ITEMS	EVALUATION								Σs	(c-1)	n(c-1)	Aiken Index (CVI)
Item01	3	3	3	4	3	4	3	4	19	3	24	0.79
Item02	2	3	4	4	3	4	4	4	20	3	24	0.83
Item03	3	4	3	3	4	3	4	3	19	3	24	0.79
Item04	3	3	4	3	3	4	3	4	19	3	24	0.79
Item05	3	3	4	3	4	4	4	4	21	3	24	0.88
Item06	4	3	3	3	3	4	3	4	19	3	24	0.79
Item07	3	3	4	3	2	4	3	4	18	3	24	0.75
Item08	4	4	4	4	4	4	3	3	22	3	24	0.92
Item09	3	3	4	3	4	3	4	4	20	3	24	0.83
Item10	3	3	4	4	3	3	4	4	20	3	24	0.83
Item11	3	2	4	3	3	4	4	4	19	3	24	0.79
Item12	3	3	3	4	3	4	3	4	19	3	24	0.79
Item13	3	3	3	3	4	4	3	4	19	3	24	0.79
Item14	3	4	4	3	4	3	2	4	19	3	24	0.79
Item15	3	4	4	4	4	4	4	4	23	3	24	0.96
Item16	3	2	4	4	4	4	3	3	19	3	24	0.79
Item17	2	4	3	3	3	4	2	4	17	3	24	0.71
Item18	3	3	4	4	4	4	3	4	21	3	24	0.88
Item19	4	4	4	4	3	4	4	4	23	3	24	0.96
Item20	4	3	4	3	4	4	3	3	20	3	24	0.83
Item21	3	4	4	3	4	4	3	3	20	3	24	0.83
Item22	3	3	3	3	4	4	2	4	18	3	24	0.75
Item23	3	2	4	4	3	4	3	4	19	3	24	0.79
Item24	3	3	4	3	4	4	3	4	20	3	24	0.83
Item25	3	3	4	4	3	4	4	4	21	3	24	0.88
Item26	3	3	4	4	4	4	3	4	21	3	24	0.88
Item27	3	3	4	3	3	4	4	4	20	3	24	0.83
Item28	3	3	4	2	4	4	3	4	19	3	24	0.79
Item29	3	2	4	3	3	4	3	4	18	3	24	0.75
Item30	3	4	4	4	4	2	4	3	20	3	24	0.83
Item31	3	2	4	4	4	4	3	3	19	3	24	0.79
Item32	3	3	4	4	4	4	3	4	21	3	24	0.88
Item33	3	4	4	3	4	4	3	4	21	3	24	0.88
Item34	3	3	4	4	3	4	3	3	19	3	24	0.79
Item35	3	3	4	3	3	4	3	4	19	3	24	0.79
Item36	4	3	4	4	4	3	3	4	21	3	24	0.88
Item37	3	3	4	3	4	4	3	3	19	3	24	0.79
Item38	2	3	4	4	4	2	3	4	18	3	24	0.75
Item39	4	4	4	3	4	2	3	4	20	3	24	0.83

Apart from validity testing, reliability testing is also needed to find out how good a research measuring instrument is (Kumaidi, 2014). Reliability is a way to find out to what extent this measuring

instrument can be trusted in the research process (Azwar, 2014). The measuring instrument itself can be said to be reliable when the data obtained from the measuring instrument can be trusted. Just like validity, the user of the measuring instrument and the subject being measured are factors that can influence the reliability of a measuring instrument. Therefore, even though a measuring instrument has proven its validity and reliability, the measuring instrument needs to be tested first. There are several reliability tests that can be used on measuring instruments, including test-retest, equivalent, and internal consistency (Yusup, 2018). The reliability test used in this research is the Alpha Cronbach internal consistency reliability test with the help of ITEMAN software. The reliability test with 39 items produced a Cronbach's Alpha of 0.956.

In addition to the existing respondent data being tested for reliability, the respondent data was calculated using the total score from the PSSS instrument. To determine the norms and categorization in this study based on the norms and categorization formulated by (Kumaidi & Manfaat, 2013) After the data for each respondent is calculated, the level of PSS possessed by students will be known, namely a low PSS level with a score interval of $70 \leq X < 115$ and high in the Score interval $116 \leq$

Table 3. Scale Categorization.

Score Intervals	Categorization	Frequency	Percentage
$116 \leq X < 130$	Tall	58	19%
$85 \leq X < 115$	Currently	214	70%
$70 \leq X < 84$	Low	35	11%
	Total	307	100%

Based on Table 3, the scale categorization of student PSS levels, it is known that there are 58 students or 19% who have a high level of PSS, 214 students or 70% who have a medium level of PSS, and 35 students or 11% who have a low level of SRL. From the studies conducted, it was proven that the PSSS measuring instrument has satisfactory psychometric properties and is suitable for use.

There are 3 stages carried out in the process of preparing this measuring instrument, including: 1). Concept preparation. In the concept development stage, it was discovered that this measuring tool was needed to measure and determine the PSS received by active students from various universities. Apart from that, normative definitions and operational definitions are also prepared at this stage. This normative definition of PSS refers to providing comfort to other people, caring for them, or respecting them. Meanwhile, for the operational definition, PSS is support that can come from anywhere that is given to individuals by their peer group in the form of physical and psychological comfort so that individuals feel loved, cared for and appreciated as part of a social group. At this stage, the criteria for respondents or subjects and questionnaires are also determined as the format for the PSSS measuring tool. 2). Preparation of measuring instrument constructs. The construction of measuring instruments is prepared based on definitions and theories from experts, as well as normative definitions and operational definitions that have been prepared in the previous stage. The constructs prepared at this stage include aspects, indicators and statement items that will be used in the measuring tool. There are 5 aspects in the PSSS measuring tool, including Emotional Support, Esteem Support, Tangible of Instrumental Support, Informational Support, and Network Support aspects. 3). Try out or scale trial. This stage is carried out to measure and determine the validity and reliability of the measuring instruments that have been prepared. The trial was carried out by distributing measuring instruments

in the form of a questionnaire. The questionnaire was prepared in the form of a Google form which was shared via various social media, such as WhatsApp, Instagram and Facebook.

From the validity tests that have been carried out on the items that have been prepared, it can be seen that there are 38 valid items and 1 item is moderately valid . Apart from that, from the results of the reliability test it was also discovered that there were 18 items that failed out of all 57 items. This means that only 39 items can be used in this PSSS measuring tool. All 39 items in this measuring tool have a total item correlation above 0.3. This measuring instrument has a reliability coefficient of 0.956. From the results of the reliability coefficient, it can be interpreted that the measuring instrument that has been prepared can be trusted to be used in the research process. Apart from that, the PSSS measuring instrument also has satisfactory content validity and construct validity. With satisfactory validity results, this measuring tool is certain to be able to measure the PSS obtained by students.

In the process of developing the measuring instrument, researchers measured five aspects of peer social support. the five aspects contained in the PSS according to Sarafino, (1998) including: 1) Emotional Support, 2) Esteem Support, 3) Instrumental Support, 4) Informational Support, 5) Network Support. In other research, many use 4 aspects of peer social support, (Mufidha, 2021; Rahmawan & Selviana, 2012; Syahrinnisa et al., 2022). but in (Hanapi & Agung, 2018) explaining the 5 Aspects of Social Support by adding the Social Network Support aspect, the social network aspect of peer social support is also discussed in the research. (Tri & Hartati, 2013) It is known that social support can take the form of a work network or be provided individually. Basically, social support is a concept that is quite complicated and multidimensional. To understand the dynamics of social support, it is necessary to have an understanding of various approaches (Tri & Hartati, 2013). There is a view from the social support aspect which is a functional approach, therefore this research focuses on the support provided by peers based on theory (Sarafino, 1998).

In the end, this research produces output in the form of a PSSS measuring instrument that has satisfactory validity and reliability, so that it can be used to map PSS, this instrument can be used in various conditions for students as in previous research regarding the preparation of scales with the same theme Alaei & Hosseinezhad, (2020) stated that the scale was developed as a means to explore students' perceptions of peer support and utilize this support to encourage cooperative learning and create a positive atmosphere for students to be able to make progress and reach their potential. With this measuring instrument, it is hoped that research on PSS, especially in the student population, can develop better because it uses measuring instruments prepared using standard procedures with satisfactory psychometric properties.

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