The Effect Of Peer Social Support On Fear Of Failure In Academic Assignments Among Students In Medan City

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Abstract

This study aims to determine the influence of peer social support on fear of failure in academic assignments among students in Medan City. Based on the results of research on the influence of peer social support on fear of failure in students in Medan, it can be concluded as follows: Regression analysis shows that peer social support influences 54.5% ($R^2 = 0.545$) of fear of failure in students' academic assignments in Medan. The remaining 45.5% is influenced by other factors outside the research model. This result indicates a positive relationship: the higher the social support received, the higher the level of fear of failure experienced by students. The results of the statistical test show a t value of 20.430, while the t value in the table with 348 degrees of freedom is 1.649. because the calculated t value (20.430) is greater than the t value in the table (1.649), the null hypothesis (Ho) is rejected. This means that there is a significant influence between peer social support on fear of failure in students' academic assignments. A total of 317 respondents (90.6%) of students in Medan have a high level of peer social support. In parallel, 316 respondents (90.3%) were in the high category for fear of failure, indicating that the majority of students experienced both conditions simultaneously.

INTRODUCTION

Medan is the fourth largest city in Indonesia and at the same time as the capital of North Sumatra, the city of Medan plays an important role in the national education environment. Not only as a center of economic growth, Medan is also a magnet for the development of educational institutions, with many educational institutions both public and private. According to the Central Statistics Agency of Medan City (Amelia, Tatiyani, & Sovitriana, 2022) data from 2017, regarding the level of education. Medan city was recorded as having a 37.74% Gross Participation Rate (APK) for higher education levels and a Net Participation Rate (APM) of 55.25%. This indicates the high interest of individuals who want to continue their education to higher education levels.

Education is one of the most important aspects of human life, and all Indonesian citizens have the right to access it. According to the Law of the Republic of Indonesia, Article

1 (1) of 2003, it is defined as a conscious and planned effort to create a learning atmosphere that supports students in developing their potential. This includes mental values, self-control, character building, intelligence, morality and the improvement of skills needed by individuals (Imansyah, Arsyad, & Gani, 2023). And in an era of very dynamic and rapid development, education is one of the factors that influences an individual's ability to face challenges and pressures that come. Education is not just about transferring knowledge and skills, but can also help individuals in developing psychological and social abilities. Achieving this goal can be achieved through various levels of education, such as higher education. Putri (Kusumaatmadja, 2022) defines higher education as a further level of senior secondary education. The establishment of higher education institutions has a strategic function in exploring and developing individual potential to be honed and developed into quality individuals. Development towards all of these potentials is also the purpose of holding higher education.

Lubis (D. M. P. Sari, Lestari, Putra, & Nashori, 2018) defines individuals pursuing higher education as students. Generally, a student's undergraduate study period is approximately 8 to 10 semesters, or 4 to 5 years. An undergraduate study program is a study plan within a higher education institution or university. Undergraduate study programs have various tasks, including academic and non-academic ones. Academic tasks include attending lectures, completing assignments individually or in groups, making presentations, conducting practicums, participating in learning evaluations, participating in fieldwork, and completing a final assignment or thesis. Non-academic activities generally focus on organizations such as Student Executive Board (BEM), Student Representative Council (DPM), Student Association (HIMA), Student Activity Units (UKM), and other activities outside the campus environment.

Hulukati and Djibran (Desiningrum, 2015) define students as individuals aged 18 to 25 years old who are studying at a higher education institution, such as a university, polytechnic, academy, college, or institute. Santrock (Sarina, 2018) states that early adulthood is a transition period from adolescence to adulthood, which generally occurs between the ages of 18 and 25. The main characteristics of this phase are exploration and experimentation. Constant change is a characteristic of the transition from adolescence to adulthood. This definition means that students are included in the early adult category, where the characteristics of individuals who have reached the early adult stage are that individuals can be responsible for themselves as a whole, but in reality, students tend to be afraid, unsure of their abilities, feel anxious in uncertain situations or events, have unhealthy thoughts about the circumstances they experience, and worry about their relationships.

Every individual faces challenges and obstacles in life, including students. Akmal (Rahman, 2019) stated that students who feel their academic demands are too high are often unable to complete these challenges, thus fearing the consequences of failure. This also leads to feelings of inadequacy, which leads to anxiety. This is supported by Nuzula's (2021) statement that avoidance behavior stems from fear, particularly the fear of failure. This explanation is similar to Conroy's (Putri, Darmayanti, & Menanti, 2023) explanation, which states that fear of failure is an individual's tendency to feel anxious and afraid because they believe failure can bring consequences that are contrary to what is expected.

The fear of failure is also felt by students in Semarang, in a study by Hidayah (H. R. Sari & Arjanggi, 2020)who stated that 53% of Psychology students in Semarang experienced a fairly high fear of failure and 47% at a low level. The study also proved that this fear of failure can affect students' academics and often occurs in students due to the burden of assignments they carry. This is supported by research conducted by Konda, Saudi, and Thalib (Sophia Shearly, 2024) focusing on the relationship between fear of failure and student engagement in Makassar City, involving 374 active students aged 17-25 years to explore the impact of fear of failure on their academic participation. The results of the fear of failure score categorization given to 374 respondents, including 5.9% of respondents were classified in the very very low category, while 24.1% of respondents were classified in the low category, then 38.2% of respondents were classified in the medium category, 23.8% and 8% of respondents were classified in the high and very high categories.

The fear of failure, both academically and socially, can be divided into two types: positive and negative. Conroy (Siregar, Menanti, & Hasanuddin, 2022)explains the positive impact of the fear of failure, namely, it can encourage individuals to be more focused and motivated. When someone continues to think about the future, this fear can be used to increase concentration on the task at hand or the plan being formulated. However, on the other hand, fear of failure can also have negative impacts, such as the emergence of shame, decreased motivation, low self-esteem, loss of social influence, and feelings of continuous doubt when doing something. Individuals tend to stay in their comfort zone because of the fear of facing failure, which ultimately hinders self-development, lowers self-confidence, and makes them pessimistic about what they are doing.

To strengthen the phenomenon in this study, the researcher conducted a short interview with 3 students from Medan city, the following is an excerpt from the interview with the 3 students:

"I feel like peer support can backfire. They do give me advice or help, but somehow it actually makes me feel less confident. For example, when they criticize my way of completing an assignment (even though I know it's a form of support), it actually makes me even more afraid of failing on the next assignment. Yes, there was one time when I was working on a group assignment. My friends were very critical of the ideas I presented. Even though they wanted to help, the criticism made me hesitate and afraid to contribute more. Ultimately, I felt stressed and could barely complete the assignment well because of the fear of their judgment," she added.

I once felt afraid of failing during practice, when I did it again the following semester, I felt anxious about the results of my assignment, but my friends always reminded me with advice, like saying that we are all learning together and no one is perfect. They shared their own experiences of failure and how they bounced back from it. It made me feel like failure is indeed part of the learning process, not the end of everything. There was one time when I was really afraid to present in front of the class. My friends suggested that I practice. Basically, they gave me feedback that helped me feel more prepared. Then when the presentation finally took place, honestly, I felt calmer and was able to deliver the material well.

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Based on the results of interviews conducted with three students, it was found that they experienced a fear of failure directly related to the implementation of academic assignments in lectures. This fear emerged in the form of anxiety, doubts about one's abilities, and pressure that affected the process of working on and completing assignments. From the results of this interview, when linked to several aspects of the fear of failure described by Conroy, Kaye, and Fifer (Arrosyidah, 2022) the problems found were seen in Student P primarily experiencing a fear of experiencing shame and embarrassment and a fear of devaluing one's self-estimate. He felt embarrassed and insecure about his own abilities, which led to doubts and pressure when completing assignments. Meanwhile, students B and D more dominantly felt a fear of disappointing important others (fear of upsetting important others), which manifested in anxiety and personal worries regarding the results of practical assignments and presentations. This fear affected their level of readiness and confidence in carrying out academic assignments.

Based on the interviews conducted by the researchers, it is clear that social support from peers can have both positive and negative impacts on individuals. Interviews with B and D revealed that they experienced more positive support from their peers. They received advice and reinforcement, and their peers provided constructive feedback and encouragement to practice. This type of support successfully reduced fear and improved their ability to complete tasks. Conversely, P felt that peer support made him feel insecure, afraid to contribute, and reduced his motivation and performance in completing tasks.

As a first step to validate the research hypothesis, the researcher conducted a preliminary survey. In this survey, questionnaires were distributed to several students studying in Medan. This initial survey contained six statements designed based on the concept of fear of failure. The data obtained from the initial survey distribution were then summarized. From the results of this survey, it was identified that the majority of students showed a high level of fear of failure. Of the 30 respondents, 80% felt anxious if they failed an assignment or exam, and another 80% felt that failure would make them feel less valuable. In addition, 63.3% of respondents feared that current failure could lead to an uncertain future. Respondents also expressed concern that failure would reduce their value in the eyes of friends and family (50%), and felt pressure to succeed to avoid disappointing important people in their lives (70%). Finally, 80% of respondents admitted that fear of failure often made them feel unmotivated to try new things. This conclusion confirms that the majority of students showed a relatively high level of fear of failure (Firmiana, 2019).

Fear of failure is often a major obstacle in students' academic journeys. This can stem from a variety of factors, including past unsuccessful experiences, social pressure to achieve success, or negative beliefs about personal abilities. This fear can impact an individual's motivation and performance. They may be reluctant to try new things or take on potentially risky opportunities, fearing the perceived detrimental consequences of failure.

When students are overcome by anxiety and fear of failure, they tend to avoid challenges, procrastinate, or even withdraw from academic activities that require more effort. This creates a negative cycle, where worry about poor results actually pushes them further away from achieving their full potential. In the long term, fear of failure can hinder the development of important skills such as creativity, problem-solving, and adaptability. Thus, it is clear that fear of failure is not just a psychological issue; it also has long-term consequences that can be detrimental to personal development. In the realm of personal development, this fear can reduce motivation and ambition, or in other words, lower students' academic performance, create negative feelings such as shame and lack of confidence, hinder self-development due to risk avoidance, and even trigger mental health problems such as anxiety disorders or depression.

In an academic environment, students interact with peers who play a crucial role in providing guidance and advice regarding coursework. Positive relationships between students tend to create a conducive atmosphere, which in turn can facilitate smooth study and reduce levels of anxiety. Sarafino and Smith (MAHENDRA, 2022) define social support as the result of an individual's interactions with others in social networks, both from professional circles such as family and close friends, as well as from non-professional circles that have great potential as sources of support because they are a central part of a person's life. Research conducted by Tarwiyanti (Pramana, Husain, La Bilu, & Anggraini, 2024) found that peers are the most important source of support for students when facing problems. This form of support includes providing advice and suggestions (informational support), as well as actions that show concern, such as inviting them to work on assignments together (emotional support). In line with this, Rina Elfi Saida (Hamidah, 2022) in her research also explained that peers are significant agents of socialization, helping adolescents develop social skills, such as communication and cooperation. Interactions with peers provide emotional support and facilitate exploration of self-identity, although pressure to conform to group norms can also have negative effects.

As explained above, ideally, peer support serves as a source of positive social support. However, because each individual's experience is different, it is important to examine the factors that determine whether such support has a positive or negative impact on the recipient. Based on the explanations described above and supported by various studies indicating the influence between social support and fear of failure, peer social support can be a predictor of fear of failure in individuals. Therefore, on this basis, this study was designed to examine the effect of social support from peers on fear of failure in academic assignments in students in the city of Medan (Swid, 2022).

RESEARCH METHODS

Sugiyono (Naim & Djazari, 2019) defines research variables as characteristics or traits possessed by individuals, objects, or activities that have certain variations and are determined by the researcher for analysis. These variables play a crucial role in research because they allow researchers to observe, measure, and draw conclusions about the

phenomenon being studied. There are two types of variables: independent variables (variable X) that have an influence, and dependent variables (variable Y) that are influenced.

Operationally, fear of failure is a feeling of anxiety about the possibility of failure, so that a person tends to avoid situations that have the potential to cause failure. In this study, fear of failure will be measured using aspects of fear of failure (H. R. Sari & Arjanggi, 2020) namely fear of humiliation and embarrassment, fear of decreased self-esteem, fear of loss of social influence, fear of future uncertainty, and fear of disappointing important people.

Peer social support operationally refers to the satisfaction individuals obtain from their social interactions, in the form of attention, praise, and assistance. In this study, peer social support will be measured using aspects of peer social support, namely emotional support, esteem support, instrumental support, information support, and social network support.

The subjects in this study were active students of State/Private Universities (PTN/PTS) studying in Medan and aged 18-25 years. Sugiyono (Maris & Listiadi, 2021) defines population as a generalization area that includes objects or subjects with certain qualities and characteristics determined by researchers to be analyzed and conclusions drawn. The population is not only limited to humans, but also includes other objects and natural phenomena. In addition, the population includes all characteristics or properties possessed by the subjects or objects studied, not just the number that exists. The characteristics of the population of this study are all students in Medan, the number of which is unknown and the data used is the number of active students in Medan. Based on data from the Central Statistics Agency, North Sumatra (Siregar et al., 2022) The number of students in Medan reached 268,044 students, consisting of students from private and public universities.

Sugiyono (Rajagukguk & Sari, 2022) defines a sample as a portion of the population's size and characteristics. Researcher limitations in terms of time, cost, and manpower make it impossible to conduct research on the entire population. Therefore, a representative sample of the population is required. The sample in the study must fully reflect the research population. The sampling technique used is non-probability sampling, namely purposive sampling, which is a method of determining respondents to be sampled based on certain criteria set by the researcher. Therefore, the sample for this study was adjusted to the criteria, namely students in Medan, aged 18-25 years. The sample selected for this study were active female students at state/private universities in Medan. The determination of the number of samples taken will be calculated based on the sample size theory of Isaac and Michael, with a significance level of 5%.

In the initial stages of the research, the researcher prepared appropriate instruments, such as developing a psychological scale based on the design. Next, the research aspects were transformed into clear statements for data collection. The researcher also arranged the data collection method by contacting respondents, namely university students in Medan, through a Google Form distributed via WhatsApp, both individually and in groups. This preparation was crucial to ensure the data obtained was valid and supported the research objectives.

In the implementation stage of the research, the researcher first prepared an instrument in the form of a psychological scale based on the design and formulated clear

statements for data collection purposes. Next, the questionnaire was distributed using Google Forms to students in Medan, by distributing the Google Form link and distributing it via WhatsApp both personally and in groups. The researcher also utilized social media such as Instagram, TikTok, Facebook, and Telegram. Subjects were asked to fill out all statements according to their respective conditions. The researcher limited the questionnaire to one entry per email account to prevent duplicate entries. This data collection process took place from March 22 to April 30, 2025. After the data was collected, the researcher processed it by describing and categorizing the research subjects based on several variables, such as gender, age, university, and semester. Furthermore, the data was analyzed using SPSS with stages of assumption testing, including normality and linearity tests, and hypothesis testing in the form of a simple linear regression test to determine the effect of social support from peers on fear of failure in academic assignments in students. The method used in this research is quantitative, with data analysis conducted using a statistical approach. Two types of analysis are used: assumption testing and hypothesis testing (Alkadri, Dahen, & Verawati, 2021).

Before proceeding to hypothesis testing, it's important to perform classical assumption tests to ensure the data meets the requirements for regression analysis. These classical assumption tests include normality and linearity tests. These tests aim to find a reliable and valid regression model.

The normality test determines whether the variable scores in a study can be tested using parametric or non-parametric statistics. In this study, the normality test was conducted using SPSS version 23.0. If the analysis results show a significance value greater than 0.05, then the data are considered normal; conversely, if the significance value is less than 0.05, the data are considered abnormal (Sugiyono, 2015). The results of the normality test indicate that the residuals are normally distributed.

RESULTS AND DISCUSSION

Research Subject Overview

This study involved 350 male and female students who were actively studying at various public and private universities located in Medan, with the participants' ages ranging from 18 to 25 years. Before measuring the level of social support from peers and *fear of failure*, the researchers first collected demographic data through a psychological questionnaire. The demographic data obtained included age, university of origin and type of university where they studied (PTN or PTS), according to the established inclusion criteria. This information was used to provide an overview of the subjects' backgrounds. In addition, the demographic description of the subjects also included gender, ethnicity, faculty and semester of study (ANEKE, 2018).

Respondent Description Based on Gender

Based on the data in Table 4.1, it can be seen that the number of female participants in this study is the largest group, namely 18.3 people or approximately 52.1 % of the total sample. Meanwhile , the number of male participants was recorded at 16.7 people , representing 47.6 % of the total respondents. A complete picture of the distribution of the number of participants based on gender can be seen more clearly in the following table:

Table 1. Distribution of Subjects by Gender

No	Gender	Frequency	Presentation
1	Man	167	47.6%
2	Woman	183	52.1%
	Total	**3 5 0 people**	**100%**

Hypothesis Testing

Hypothesis testing was conducted using simple linear regression with SPSS 23.0 to examine the effect of peer social support on *fear of failure* . The regression was run with social support as the independent variable and *fear of failure* as the dependent variable. Results were analyzed based on regression coefficients and significance values (p-values <0.05 were considered significant), as well as R-square values to measure the contribution of the independent variables. This process was carried out systematically, starting from assumption testing to interpretation of the regression results.

Table 2. Simple Linear Regression Test Results

R	R Square	Adjusted R Square	F	Sig.
.738	.545	.544	417,383	.000

Based on the table above, the analysis results obtained in the calculated F value are 417.383 with a significance level of 0.000 (p <0.05). This indicates that the research hypothesis (Ha) is accepted, which means there is a significant influence between social support from peers on *fear of failure* in academic assignments of students in the city of Medan. The R Square value of 0.545 indicates that approximately 54.5% *of fear of failure* is influenced by social support from peers, while the remaining 45.5% is influenced by other factors not included in this study such as *self-efficacy* , perfectionism, and parental expectations. From data processing using SPSS version 23.0, a regression equation is obtained that describes the relationship between these variables.

Table 3. Results of Simple Linear Regression Equation

Variables	B	Std. Error	Beta	T	Sig.
(Constant)	22,874	2,338	-	9,785	.000
peer social support	.710	.035	.738	20,430	.000

Based on the results of the analysis carried out by the researcher, the following regression equation model was obtained:

Y = a + bX + e

Information:

Y = dependent variable (*fear of failure*)

X = independent variable (peer social support)
a = constant
Based on the results of data analysis, the following regression equation was obtained:

Y = 22.874 + 0.710X + e

This means that the constant of 22.378 indicates the *fear of failure value* when peer social support is zero. Meanwhile, the regression coefficient of 0.710 indicates that every one-unit increase in peer social support will be followed by a 0.710 increase in the *fear of failure value* of students in Medan. In other words, if peer social support increases by one unit, the predicted *fear of failure value* will increase from 22.874 to 23.584 (22.874 + 0.710). This value illustrates a positive relationship between peer social support and the level of fear of academic failure in students in Medan.

T-Test (Persian Test)

The t-test is used to test the significance of the regression coefficient between the independent variable, namely peer social support, with the dependent variable, namely *fear of failure* . The test criteria state that if the calculated t value is greater than the t table, then the null hypothesis (H0) is accepted. Conversely, if the calculated t is smaller than the t table, H0 is rejected. With degrees of freedom (df) of the number of samples minus 2, namely 348 which is close to 350, the calculated t value is 20.430 and the t table is 1.649. Based on this comparison, it can be concluded that there is a significant influence of peer social support on *fear of failure* in the academic tasks of students in Medan.

Discussion

This study aims to determine the effect of peer social support on *fear of failure* among college students in Medan City. This study uses two main variables: variable X (peer social support) and variable Y (*fear of failure*). Analysis was conducted by comparing hypothetical and empirical data, and categorizing respondents based on various demographic characteristics.

Based on the data, the empirical mean for the peer social support variable was 67.03, higher than the hypothetical mean of 50. This indicates that, in general, students in Medan receive a high level of social support from their peers. Meanwhile, the empirical mean for *the fear of failure variable* was 70.57, also significantly higher than the hypothetical mean of 52.2. This means that students' level of fear of the possibility of failing in academic assignments is also quite high.

Data analysis using simple linear regression shows that peer social support has a significant influence on *fear of failure* with a calculated F value of 417.383 and a significance value of 0.000 (p <0.05). This indicates that the research hypothesis is accepted and peer social support plays a role in explaining students' fear of academic failure. The R Square

value of 0.545 indicates that approximately 54.5% *of fear of failure* is influenced by peer social support, while the rest is influenced by other factors not examined in this study.   This study found a significant influence between peer social support and *fear of failure* in students in Medan. The regression results show that increased peer social support is related to *fear of failure* in students. This finding is in line with the research conducted by Paembonan (2022) with the research title " The Effect of Peer Social Support on *Fear of Failure* in Final Year Students Majoring in Psychology in Makassar City" which shows that peer social support has an influence on *fear of failure* . However, uniquely, in this study the direction of the influence is positive, which indicates a different social dynamic.

This difference in direction of influence can be explained through the social and psychological context of students in Medan. Social support provided by peers may not only be positive encouragement, but can also create pressure or high expectations, thus increasing the fear of failure. This is in line with the findings of research at Sultan Agung Islamic University, Semarang (Wirotami, 2024) entitled " The Relationship Between Peer Social Support and Fear of Failure in Students Writing Theses at Sultan Agung Islamic University," which reported a positive relationship between peer social support and *fear of failure* in students writing theses. Wirotami stated that peer social support can contain social pressure and expectations that strengthen the fear of failure. Furthermore, the results of a preliminary study by Pamungkas and Muhid (Rozaini, 2021) support previous research showing that social support plays a role in predicting someone's *fear of failure* . This is because individuals still need external support factors to cope with their life situations. Similar results from research conducted by Ahyani and Asmarani (2012) also showed a significant positive relationship between *social support* and *fear of failure* on learning motivation.

The results also showed that the average peer social support score was in the high category, at 90.06, while the average *fear of failure score* was also high, at 90.3%. These findings indicate that even though students receive strong social support from their peers, they still experience high levels of fear of failure. This is supported by Pamungkas & Muhid (Fauzziyah & Widayati, 2020) who stated that social support can indeed help reduce academic stress, but it is not always enough to significantly reduce fear of failure, especially when students feel pressured by heavy academic demands and comparisons with friends, which can lead to feelings of inadequacy and fear of failure.

A positive regression coefficient of 0.710 indicates that every one-unit increase in peer social support will be followed by a 0.710 increase in the *fear of failure score* . In other words, the greater the social support a student receives, the higher their fear of academic failure. This kind of pressure phenomenon is felt by students in the city of Medan. Students in Medan not only have to face a heavy academic burden, such as many assignments, difficult exams, and tight deadlines, but also face pressure from the social environment and high expectations from their peers (Siregar et al., 2024). In this situation, social support from peers does not always have a positive effect, but sometimes becomes a source of additional pressure due to competition and demands to always perform perfectly. This condition makes students feel trapped in a system that demands high achievement, so that this support actually strengthens the fear of failure.

Based on the categorization of peer social support variables, it is shown that male found that male students tend to experience greater social support from peers than female students. Men generally find it easier to form extensive friendship networks and are more active in social interactions. The *fear of failure variable* also found that the level of *fear of failure* in men was higher, at 90.4%, compared to women at 89.6%. Although the difference was only 0.8%, this finding is in line with research by Husna (2015) which stated that men have higher levels of *fear of failure* because they often face greater social pressure to succeed and maintain self-esteem and social status. This pressure makes men more afraid of failure, as failure is perceived as damaging to their identity and social role, thus causing greater shame or loss of self-esteem. However, in general, research results related to differences in *fear of failure* based on gender are still mixed. Some studies have found that women have higher levels of *fear of failure , while other studies, such as those conducted by Nuzula (2021), showed no significant difference in fear of failure* between male and female Bidikmisi students at Syiah Kuala University.

Researchers also categorized the data based on age. Respondents in this study were college students aged 18-25 years. To facilitate data analysis, researchers divided the age groups into two: late adolescence (18-21 years) and early adulthood (22-25 years), in accordance with the stages of human development according to Santrock (2011). The categorization results showed that college students in late adolescence experienced more social support from peers, with 91.1% of the total students in the late adolescence group reporting feeling this social support. Peers provide a space for adolescents to experiment with social roles, provide feedback, and offer a sense of acceptance that is much needed in the process of finding identity (Saputro & Sugiarti, 2021). Conversely, in early adulthood, individuals face more complex developmental tasks, such as adjusting to work responsibilities, more serious romantic relationships, planning for the future, building a career, and achieving financial and emotional independence. These changes cause social support to shift more from family and partners, while support from peers decreases (Susanti, Matsum, & Purwaningsih, 2016) . The decline in social support from peers, along with the increasing pressure of responsibility, researchers suspect this is a factor that causes the fear of failure in students in early adulthood to be higher than in adolescence. This is evident from the results of the categorization of *the fear of failure variable* which shows that the level of fear of failure in early adulthood is higher than in early adolescence, namely 92.5% of the total students in the early adulthood group who reported feeling *fear of failure* . This concern arises because individuals feel the burden of failure can impact their future and self-esteem.

This study also shows that the categorization of peer social support for state and private university students is almost the same, at around 90.5% to 90.6%. This indicates that the role of peer support is consistent across various types of higher education institutions in Medan. On the other hand, the categorization of *the fear of failure variable* shows that private university students in Medan have a *fear of failure level* of 90.6%, slightly higher than state university students at 89.3%, although the difference is only 1.3%. This difference can be explained by several psychological and social factors. According to Sulistiyaningsih (2024), low student *self-efficacy* in facing academic tasks is closely related to an increased fear of failure. This occurs because private university students tend to have lower *self-efficacy* due

to the quality of facilities, learning methods, and academic support. This condition reduces their self-confidence in completing tasks, thereby increasing their *fear of failure* .

Further categorization of the data based on aspects shows that the fear of embarrassment and humiliation is the most dominant aspect of *the fear of failure variable* experienced by students, with a percentage of 98.9%. This indicates that most students are very concerned about the social and emotional impact of failure, especially embarrassment and fear of being humiliated by others. Research by Setyadi & Mastuti (2014) confirms this finding by stating that students often feel anxiety related to negative views of others that can cause embarrassment and humiliation when experiencing failure in completing academic tasks, this fear leads to the emergence of stress, demotivation, and avoidance behavior, such as procrastination, because they are very concerned about the social and emotional impact of the failure. On the other hand, the peer social support variable that students receive most is the aspect of esteem support, with a percentage of 78.9%. This support takes the form of recognition and appreciation from friends who can provide motivation and a sense of acceptance. Although this esteem support is relatively high, the fear of embarrassment and humiliation remains a major challenge for students in facing failure. This finding is in line with research by Putwain & Daly (2013) which states that social pressure and expectations from the surrounding environment can strengthen the fear of failure even though social support already exists.

The categorization of aspects of peer social support, such as emotional support, appreciation, instrumental assistance, and informational support, found high support across all aspects. This diverse social support is crucial in helping students cope with academic pressure. However, the persistence of high levels of *fear of failure* despite high levels of social support indicates the presence of other factors contributing to this fear. This aligns with Lubis's (2018) findings, which emphasize that pressure from the social environment and academic demands can increase fear of failure despite the availability of social support.

Overall, this study confirms that peer social support has a significant influence on *fear of failure* among college students in Medan, but this influence is positive, meaning that the higher the social support, the higher the fear of failure. These findings provide an important contribution to the development of psychological support strategies in higher education institutions to help students manage academic fears and improve their overall mental well-being.

CONCLUSION

Based on the results of research on the influence of peer social support on *fear of failure* in students in Medan city, the following conclusions can be drawn:
1. Regression analysis showed that peer social support influenced 54.5% ($R^2 = 0.545$) *of fear of failure* in academic assignments among students in Medan. The remaining 45.5% was influenced by factors outside the research model. These results indicate a positive relationship: the higher the social support received, the higher the level of *fear of failure* experienced by students.

2. The results of the statistical test show a t-value of 20.430, while the t-value in the table with 348 degrees of freedom is 1.649. Because the calculated t-value (20.430) is greater than the t-value in the table (1.649), the null hypothesis (Ho) is rejected. This means that there is a significant influence between peer social support and fear *of failure* in students' academic assignments.

3. A total of 317 respondents (90.6%) of Medan students reported high levels of peer social support. Similarly, 316 respondents (90.3%) reported high levels of *fear of failure* , indicating that the majority of students experienced both conditions simultaneously.

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