The Influence of Peers on Student Motivation

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ARTICLE INFO	ABSTRACT
	Teaching and learning activities, which are the learning process, are the main thing, which means that the success or failure of achieving learning objectives depends on how the teaching and learning process is designed and carried out. The current education system is still concerned with academic aspects alone. Whereas education should develop the potential of students comprehensively. Intellectual, emotional and spiritual intelligence need to be developed together. The research aims to find out the relationship between peer association and student learning motivation. The research design used in this study uses a quantitative research approach with a correlational descriptive method. The results showed that the variable X1 (Peers) had a beta coefficient value of 0.783 with a significance value of 0.000. based on these results it can be seen that peers (X1) have a positive and significant effect on student learning motivation at SMA Muhammadiyah 1 Babat indicated by a sig value <0.05 (0.000). *This is an open access article under the <u>CC BY-NC-SA</u> license.*

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INTRODUCTION

Education is a primary need to ensure the survival of the nation and state an effort to achieve optimal development for students.(Syarnubi Syarnubi, 2019b) Education is a formal institution where students develop their talents, interests, and abilities. (Alimron et al., 2023) tudents at school are required to always learn. (Ali & Syarnubi, 2020) National education has the aim of developing the potential of students to become human beings who have more faith and devotion to God Almighty, as well as noble character, have knowledge, are creative, independent and can become a society that has a democratic and responsible spirit.(Syafari & Montessori, 2021)

Learning and teaching activities which are the learning process are the main thing which means that the success or failure of achieving learning objectives depends on how the teaching and learning process is designed and carried out.(Fauzi et al., 2023) The goal of every learning is to obtain optimal learning outcomes. (Ballanie et al., 2023) n general, the factors that influence learning success can be divided into two parts, namely internal factors and external factors. (Arisca et al., 2020) Internal factors are factors from within the student, which include his abilities, such as learning motivation, interest and attention, discipline, attitudes and learning habits, perseverance, socio-economic, physical and psychological factors.(Hawi & Syarnubi, 2018) External factors are those that come from outside the student or environmental factors, especially the quality of teaching.(Febriyanti et al., 2022) Student learning discipline is a factor that is also important to study and research more deeply its influence on learning outcomes, because with high learning discipline from students and schools, it will affect the results of these students.(Fitriyani et al., 2020) In addition, the social environment of students, especially classmates (peers) has an influence on student learning outcomes. (Hartati et al., 2022) A factor that is so important but often escapes the attention of teachers and parents is the role of peers.. (Kharinal & Kohar, 2020)

The current education system is still concerned with academic aspects alone. Whereas education should develop the potential of students comprehensively. (Harto & Syarnubi Syarnubi, 2018) Intellectual, emotional and spiritual intelligence need to be developed together. If only intellectual intelligence is developed as a result, emotional and spiritual intelligence will be eroded by the times..(Desiani, 2020) The nature of man is an individual being and a social being. (Malta et al., 2022) As an individual human being, he will move according to his own wishes and as a social being, he will communicate as in a peer group, individuals feel differences in addition to similarities with each other.(Martina et al., 2019)

Apart from interacting with teachers, at school students also experience interactions with peers. (Fadhilah & Mukhlis, 2021) Peers are a group of children of the same age or same level of maturity. Peers serve as a means of getting feedback on their abilities and as a source of information. (Sari et al., 2020) Apart from getting feedback and obtaining information, peers also function to fulfil socio-emotional needs. Through peers, students learn to form and express their opinions, respect their friends' points of view, negotiate solutions in case of disagreement, and develop generally accepted standards of behaviour. (Suratno, 2022) The role of peers in student associations is very prominent. This is in line with the increasing interest of individuals in friendship and participation in groups. Peer groups have an influence in developing social and psychological aspects, such as creativity according to their interests.(Yanti et al., 2021) In peer groups, students can feel mutual need and mutual respect..

The birth of peers, apart from being caused by the similarity of age or social sensitivity, is also based on the similarity of hobbies, the existence of goals in life that are consistent, have a similar mindset, and can also be due to the quantity of meetings. (Wulandari et al., 2021) Although there are many similarities for peer groups, there are still differences, especially in the realm of character. (Syarnubi et al., 2022) Differences in character will affect a child's learning achievement. (Syarnubi, 2023) And speaking of influence, of course the influence in question is both positive and negative. (Anggreni & Rudiarta, n.d.) The influence that will be felt from peer association is very dependent on the climate that is built in the group.(Misyuraidah et al., 2017) In the world of education, the existence of these peers should be able to influence the increase in cognitive abilities of children. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023) This cognitive improvement is certainly obtained through discussions in groups of friends as a form of brain storming which will train the level of intelligence and critical thinking in solving a problem.(Syarnubi Syarnubi, 2019a)

Friendship relationships in students will have an influence on the level of social interaction carried out by students. (Nurahman et al., 2021) With more intense interaction with peers, it will have a positive influence on the growth of motivation. Forms of social interaction include chatting, playing together, and also learning together. (Warna, 2020) One form of interaction carried out by humans as individuals is interaction in peer relationships. A person will tend to be closer to their peers (whether seen from the same age, similar hobbies, or interests), when compared to people who are older or younger than them. The friendship established with peers, causes an impulse that helps a person to be more enthusiastic in doing or knowing something. This encouragement in the world of education is better known as motivation. (Anggreni & Rudiarta, n.d.) Motivation is the initial stage in learning that provides encouragement to students to move and carry out learning activities which in general can affect student success. (Sukirman, Baiti, et al., 2023) With the learning process at school, learning motivation functions as a driver of effort in achieving achievement in lessons. (Syarnubi et al., 2023) Someone makes an effort because of motivation. (Sukirman, Masnun Baiti, et al., 2023) The existence of good motivation in learning will show good results. (Syaparuddin et al., 2020)

Student learning motivation is influenced by several factors. One of them is social interaction, in the learning process students will relate and interact with other people, both students with teachers, students with students, and students with the environment. (Negara et al., 2019) Motivation as something very important and necessary in the learning process. According to him, without motivation to learn, a child will find it difficult to follow lessons, including religious lessons well. Motivation as an encouragement will be a trigger and source of energy to continue learning until it is able to achieve the goals of learning.(Syarnubi, 2022) Motivation is a form of emotional intelligence

that individuals must have. A person's emotional intelligence can be honed by fostering social relationships. (Sutarmizi & Syarnubi, 2022) This is in line with Goleman's opinion who says that environmental factors are very dominant in influencing emotional intelligence, because from society and their peers, a person can manage their emotions appropriately so that it will have a positive impact.(Syarnubi, 2020) Therefore, peer relationships can be seen as one of the aspects that can sow the growth of emotional intelligence which contains self-motivation in it.(Syarnubi Syarnubi, 2016)

This is in line with the results of research conducted by Dewi which states that the relationship is in the strong enough category with a positive relationship. This means that the higher the level of peer interaction owned by santri, the higher the level of santri learning motivation. Conversely, the lower the level of peer interaction owned by students, the lower the level of student learning motivation. (Warna, 2020)

Based on the results of initial observations by distributing problem checklists to students and interviews with supervising teachers and homeroom teachers, especially at SMA Muhammadiyah 1 Babat, information was obtained regarding the low motivation to learn in students and was also supported by various phenomena that occurred during the initial observations, such as students chatting when the teacher explained in front of the class, there were students who did not pay attention during the learning process, there were students who cheated on their friends' work in class, there were students who often left the class during the learning process, and there were students who were not enthusiastic about learning. Based on the phenomena that occur, there are symptoms of low motivation in learning in students which quite clearly hamper the learning process in the classroom, especially SMA Muhammadiyah 1 Babat. All of these problems cannot be separated from the influence of the social environment, especially the environment in which students interact.

RESEARCH METHODS
Research Type and Analysis

The research aims to find out the relationship between peer association and student learning motivation. The research design used in this study uses a quantitative research approach with a descriptive correlational method. Quantitative research is research that emphasises numerical data or numbers processed by statistical methods. Furthermore, descriptive research is a method of examining the status of a human group, an object, a condition, a system of thought, or an event in the present that aims to explain or describe an event systematically, factually, and accurately. while correlational research aims to analyse and determine whether there is a relationship between two or more variables.

A research variable is something in the form of anything that is determined by a researcher to study so that information about it is obtained, then conclusions are drawn. This study uses two types of variables, namely independent / independent variables and dependent / dependent variables. The independent variable in this study is peers (X) and the dependent variable (Y) in this study is student learning motivation.

Peers (X)	→	**Sstudent Learning Motivation (Y)**
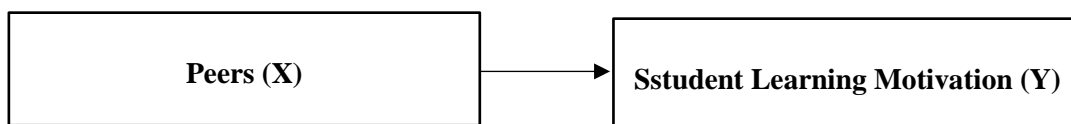
Gambar 1. Research Framework

The figure above shows that data research has the highest position, because data is a depiction of the variables studied, and functions as a means of proving hypotheses. Therefore, whether the data is correct or not determines the quality of the research. In this study, the data analysis technique used is simple linear regression analysis. To find out how the two variables influence, researchers use simple linear regression analysis techniques. Linear regression analysis is used to determine changes that occur in the dependent variable (variable Y), the value of the dependent variable based on the known independent value (variable X). By using linear regression analysis, it will measure changes in the dependent variable based on changes in the independent variable. Linear regression analysis can be used to determine changes in influence that will occur based on the influence that

existed in the previous time period. To find out the extent of the estimated influence between Peers (X) and Student Learning Motivation (Y), a simple linear regression formula is used, which is as follows:

$$Y = a + bX + e \tag{1}$$

Description:

Y = Dependent Variable (Student Learning Motivation)

X = Independent Variable (Peers)

a = regression constant number for X = 0 (y value when x is zero)

b = Regression direction coefficient which shows the number of increases or decreases in variable Y when it increases or decreases by 1 unit

Population and Sample Research

The population and sample in this study are primary data sources collected through questionnaires so that they can be analysed and find out the results of the findings. Population is a group or group of objects that are the target of research. (Sugiyono, 2012) Population determination must be guided by research objectives and problems. In this study the research population was students from SMA Muhammadiyah 1 Babat consisting of 138 students. While the sample is part of the number and characteristics possessed by the population. The sampling technique in this study is Proportionate Strafield Random Sampling, which is a sampling technique carried out when the population has members / elements that are not homogeneous and stratified proportionally.

Students who will be targeted as research samples use an error tolerance of 5% (0.05). To calculate the determination of the number of samples from a certain population developed, the sampling uses the Slovin formula The sampling calculation uses the Slovin formula as follows: $n = \frac{N}{N.(d^2)+1}$

Description:

n : Sample size

N : Population

d : Real level or error tolerance

In determining the number of samples to be selected, the authors use an error tolerance of 5% (0.05). This is because in every study it is impossible for the results to be 100% perfect, the greater the tolerance of error, the smaller the sample size. The number of popolations used in this study was 138 permanent students with calculations using the Slovin formula above:

$$n = \frac{138}{138.\,(0{,}05^2) + 1}$$
$$n = \frac{138}{138.\,(0{,}0025) + 1}$$
$$n = \frac{138}{1.34}$$
$$n = 102{,}90 = \text{Rounded up to 103 student}$$

So, based on the results of the sample calculation using the Slovin formula above, a sample of 103 students can be taken as research respondents.

Types and Data Collection Techniques

There are two types of data used in this study, namely primary data and secondary data. Primary data is data that is directly collected or obtained from the first source. Primary data in this case is obtained based on questionnaires distributed to respondents, namely employees at SMA Muhammadiyah 1 Babat. Secondary data is data that is not directly obtained through the first source, and has been arranged in the form of written documents. In this case, secondary data is obtained through official or agency documents and data, such as staffing data, agency overview data, local regulations and government regulations.

The questionnaire used is a closed questionnaire type, which is a questionnaire that has provided alternative alternative answers for respondents. This study uses a Likert scale as a reference for taking instruments. Likert scale is a tool to measure attitudes, opinions, and perceptions of a person or group of people regarding a social phenomenon. The Likert scale used in this study

has five ranges, namely: The research questionnaire used in each of these research variables can be seen in the table below:

Table 1. Likert Scale of Research Instrument Assessment

Scale	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

The research questionnaire used in each of these research variables can be seen in the table below:

Table 2. Research Variable Matrix

Variable	Indicator	References
Student Learning Motivation (Y)	Desire and desire to succeed	(Hamzah, 2011)
	The existence of encouragement and needs in learning	
	The existence of interesting desires in learning	
	The existence of a conducive learning environment	
Peers (X)	Mutual understanding	(Mudjiono, 2006)
	Helping each other	
	Mutual trust	
	Accept each other	
	Mutual respect	

Data Quality Test

a.   Validity test

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. This validity test can be done by using the correlation between the score of each question item with the total score of the construct or variable and after proposing a hypothesis then test by comparing r count (table correted item toral correlation) with r table (product moment table with a significant 0.05) for degree of freedom (df) = n - k a questionnaire is said to be valid if r count and r table are positive. Meanwhile, the reliability test is a value that shows a measuring instrument in measuring existing symptoms.

Table 3. Validity Test Results

o.	Question Items	Nilai $sig - 2$ tailed	Description
	Peers(X1)		
	X.1	0.046	Valid
	X.2	0.000	Valid
	X.3	0.000	Valid
	X.4	0.000	Valid
	X.5	0.000	Valid
	X.6	0.000	Valid
	X.7	0.000	Valid
	X.8	0.000	Valid
	X.9	0.000	Valid
0	X.10	0.000	Valid

o.	Question Items	Nilai $sig-2$ tailed	Description
1	X.11	0.000	Valid
2	X.12	0.000	Valid
3	X.13	0.000	Valid
4	X.14	0.000	Valid
5	X.15	0.000	Valid
6	X.16	0.000	Valid
7	X.17	0.000	Valid
8	X.18	0.000	Valid
9	X.19	0.000	Valid
0	X.20	0.000	Valid
Learning Motivation (Y)			
	Y.1	0.000	Valid
	Y.2	0.000	Valid
	Y.3	0.000	Valid
	Y.4	0.000	Valid
	Y.5	0.000	Valid
	Y.6	0.000	Valid
	Y.7	0.000	Valid
	Y.8	0.000	Valid
	Y.9	0.000	Valid
0	Y.10	0.000	Valid
1	Y.11	0.000	Valid
2	Y.12	0.000	Valid
3	Y.13	0.000	Valid
4	Y.14	0.000	Valid
5	Y.15	0.000	Valid
6	Y.16	0.000	Valid
7	Y.17	0.000	Valid
8	Y.18	0.000	Valid
	Y.19	0.000	Valid

o.	Question Items	Nilai $sig-2$ tailed	Description
9			
0	Y.20	0.000	Valid

Based on the table above, it can be seen that the overall sig-2 tailed value on each variable item in the study shows a sig value <0.05. thus, it can be concluded that the statement items in this study can be used to find answers from respondents.

b.   Reliability Test

The reliability test is a value that shows a measuring instrument in measuring existing symptoms. The reliability test used in this study is the Cronbach Alpha technique. An instrument is said to be reliable if the reliability coefficient is greater than 0.6

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Description
Peers (X1)	0,922	Reliabel
Learning Motivation (Y)	0,895	Reliabel

source of researcher's primary data *processing*, 2024

Based on the table above, it can be seen that the Cronbach Alpha value of each research variable is greater than 0.60, it can be concluded that the instruments in the study are reliable or reliable.
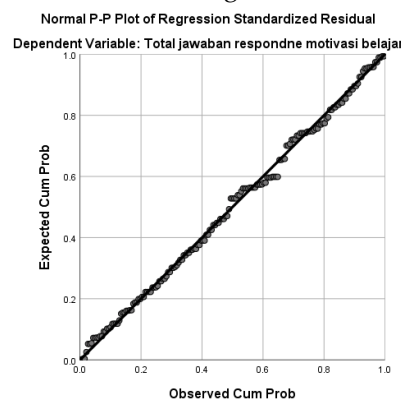
c.   Normality Test

The normality test aims to test whether in the regression model, the residual variables have a normal distribution, a reliable graphical method is to look at the normal probality plot which compares the cumulative distribution. The normal distribution will form a straight diagonal line, and the residual data plot will be compared with the diagnol line, if the data spreads around the diagonal line, the regression model fulfils the normality assumption.

Pictures 2. Graphics *Normal P-Plot of Regression Standardized Residual*

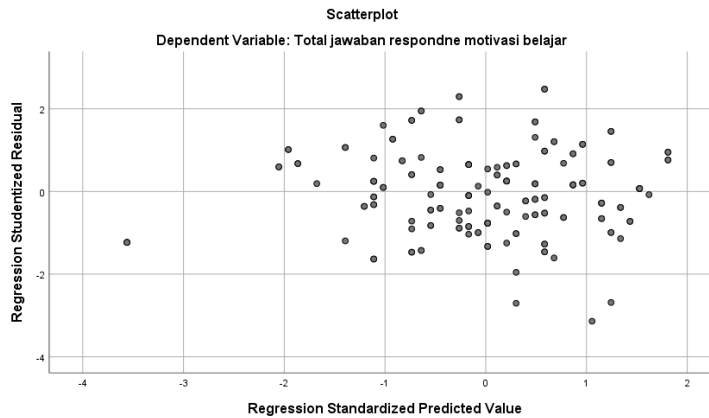*source* of researcher's primary data processing, 2024

Based on Figure 2 graph Normal P-Plot of Regression Standardised Residuals shows that the

residual points of the regression model are normally distributed because the points spread around the diagonal line, thus the normality requirement as a statistical test using regression can be fulfilled..

d, Heteroscedasticity Test

A good regression model is that heteroscedasticity does not occur. To detect the presence or absence of heteroscedasticity, the Scatterplot graph method generated from the output of the SPSS version 26 program can be used, if the image shows no clear pattern and the points spread above and below the number 0 on the Y axis, then it can be concluded that there is no heteroscedasticity in the regression model. The following are the results of heteroscedasticity testing through the scatterplot graph image.

Pictures 3. Heteroscedasticity Test results

source of researcher's primary data processing, 2024

From the graph, it can be seen that the points spread randomly, do not form a certain clear pattern, and are spread both above and below the number 0 (zero) on the Y axis, this means that there is no deviation from the classical assumption of heteroscedasticity in the regression model made.

e.   **Autocorrelation Test**

U The Autocorrelation test aims to test whether in a linear regression model there is a correlation between confounding errors in period t and confounding errors in period t-1 (previous). In this study, the autocorrelation test used the Durbin Watson test, the results of which are as follows

Table 5. Autocorrelation Results

Variable	R square	Durbin-Watson
Peers * Student Learning Motivation	0,708	1.659

sourc*e* of researcher's primary data processing, 2024

Based on table 5 above, it shows that the Durbin Watson value obtained is 1,659. This value is between -2 to +2. So, thus it can be said that the regression model does not show any symptoms of autocorrelation because it does not deviate from the assumption of autocorrelation.

Descriptive Analysis of Research

Descriptive statistics are statistics used to analyse data by describing or describing the data that has been collected. This analysis describes the sample data that has been collected without making general conclusions and generalisations. Descriptive analysis here is used to describe the condition of the Peers and Learning Motivation variables.

Determination of the classification of learning motivation, organisational commitment, and student performance is determined using the calculation of the percentage and frequency of respondents' answers to questionnaire items on each variable. The following is how to calculate the percentage and frequency of respondents' answers::

$P = \frac{f}{N} X\ 100\%$ (3)

Description:

P: Percentage

f: frequency (number of respondents who answered)

N: total number of respondents

The criteria for each variable are determined by determining the length of the interval class using the following formula

$Interval\ class\ length = \frac{Highest\ expected\ score - lowest\ expected\ score\ (r)}{Number\ of\ interval\ classes\ (k)}$ (4)

Hypothesis test

Partial t Test

The t test basically shows how far the influence of explanatory or independent variables individually in explaining the variation in the dependent variable. In hypothesis testing using this two-party test (two tails), the provision applies that if the calculated t price is in the Ho acceptance area or lies between the t table prices, then Ho is accepted and Ha is rejected. Thus, if the calculated t price is smaller or equal to the t table price, Ho is accepted. The calculated t price is an absolute price, so it is not seen (+) or (-).

The basis for decision making is (a) Ho: b1 = 0, if the probability value is greater than 0.05 then Ho is accepted or Ha is rejected, this means stating that the independent or independent variable has no individual influence on the dependent or dependent variable and (b) Ha: b ≠ 0, if the probability value is smaller than 0.05 then Ho is rejected or Ha is accepted, this means stating that the independent or independent variable has an individual influence on the dependent or dependent variable.

Determination Test (R2)

The coefficient of determination $R2$ essentially measures how far the model's ability to explain variations in the dependent / dependent variable (Consumer Satisfaction). The coefficient of determination is between zero (0) and one (1). A small $R2$ value means that the ability of the independent variables to explain the variation in the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict variations in the dependent variable.

RESEARCH RESULT
1. Analysis of Respondent Characteristics
Characteristics of Respondents Based on Gender

Table 6. Output characteristics of respondents based on gender

Gender	Amount	Percentage%
Man	41	39,8
Woman	62	60.2
Amount	103	100

Source: Researcher data processing (2024)

Based on table 4, it can be explained that most of the respondents in this study were men, namely 41 people (39.8%), while women were 62 people (60.2%). Based on this, it can be seen that the ratio between male and female respondents is significantly different.

2. Descriptive Analysis of Variables

The following presents a description of each research variable based on the results of a questionnaire from 103 respondents, namely students of SMA Muhammadiyah 1 Babat, the criteria for giving meaning to the mean of each variable or indicator refer to the interval class, as presented in table 7 below:

Table 7. Distribution interval class

Interval	Learning Motivation	Peers (X)
1,00 – 1,80	Very Low	Very Low
1,81 – 2,60	Low	Low
2,61 – 3,40	Enough	Enough
3,41 – 4,20	High	High
4,21 – 5,00	Very Hugh	Very High

A. Peers (X)

The peer variable consists of 20 statements. The data collected by researchers is a questionnaire that has been filled out by 103 respondents who are students from SMA Muhammadiyah 1 Babat, this data can be seen in the following table:

Table 8. Description of Peer Data (X)

No. Item	Score Spread										Total		Average
	1		2		3		4		5		To tal		A vera ge
	I differentiate between my friends in class												1
	8	5,4	2	1,7		,9		,0			03	00	.18
	I remind each other that friends are prohibited from chatting during the learning process												2
	3	2,6	3	1,7	2	1,1	5	4,6			03	00	.48
	I remind each other that friends are prohibited from chatting during the learning process												2
	3	2,6	5	4,3	6	5,0	9	8,2			03	00	,79
	I pay attention to friends who do not understand the material explained by the teacher												2
	2	1,7	5	4,0	5	4,0	1	0,4			03	00	,63
	I help friends when doing assignments if they don't understand												2
		,8	8	7,2	6	4,7	2	1,4			03	00	,81
	I help friends who are facing problems												2
		,9	7	6,2	8	6,9	3	2,0			03	00	,96
	I help each other when cleaning the classroom												2
		,8	1	9,8	9	8,2	7	6.2			03	00	,75
	I help each other when doing activities in class												3
		.9	5	4,3	7	5,6	9	8,2			03	00	,00
	I give each other opinions during the learning process												2
		,8	1	0,1	8	6,9	6	5,2			03	00	,80
0	I collaborate in doing group assignments												3
		,9	2	1,7	1	0,1	6	4,4			03	00	,35
1	I give directions to friends who are having difficulties												2
		,9	0	9,1	1	9,8	8	7,2			03	00	,90
2	I trust each other in exchanging opinions												2
		,9	1	0,4	8	6,6	9	8,2			03	00	,98
3	I accept each other's strengths and weaknesses												3
		,9		,9	4	3,3	1	8,9			03	00	,58
4	I exchange opinions during discussions with friends to find solutions												3
		,9	9	8,4	0	8,8	9	7,9			03	00	,10
	I discuss with each other to solve learning problems												

o. Item	Score Spread										To tal	Total	A vera ge
	1		2		3		4		5				
5		,9	3	2,3	5	4,0	0	8,8			03	00	3 ,07
6	I show sympathy when a friend is having problems												3 ,21
		,9	5	4,6	6	5,0	7	5,6			03	00	
7	I appreciate the help from friends												3 ,70
		,9		,0	0	9,4	9	6,7			03	00	
8	I appreciate it when friends give opinions												3 ,59
		,9		,9	5	4,3	1	8,9			03	00	
9	I don't blame my friend's opinion												1 ,53
	2	0,2	3	2,0		,9		,8			03	00	
0	I agree with my friend's opinion												3 ,17
		,9	8	7,5	1	9.8	1	9,8			03	00	
Avereage Mean													2 .87

(Source: Processed data, 2024)

Based on table 5, it can be seen that the assessment of peer conditions at SMA Muhammadiyah 1 Babat has an average of 2.87. based on this average, it can be seen that peer conditions at SMA Muhammadiyah 1 Babat are included in the sufficient category. Based on table 5, it can also be seen that the highest average on the peer variable is item number 18 'I appreciate when friends give opinions' with an average value of 3.59. that is, most respondents stated that in their friendship activities, students at SMA Muhammadiyah 1 Babat appreciate friends when giving opinions. This shows that students at SMA Muhammadiyah 1 Babat respect each other when friends give opinions.

Meanwhile, the lowest average value is found in item number 1 'I discriminate against friends in class' with an average value of 1.18. This means that most respondents stated that they do not discriminate against their friends in class so that this can be interpreted that students at SMA Muhammadiyah 1 Babat feel that their friends are the same and no one is different.

B.   Learning Motivation (Y)

The learning motivation variable consists of 20 statements. The data collected by researchers is a questionnaire that has been filled out by 103 respondents who are students from SMA Muhammadiyah 1 Babat, this data can be seen in the following table:

Table 9. Description of Learning Motivation Data (Y)

o. Item	Score Distribution										Tot al		A vera ge
	1		2		3		4		5				
	I prepare everything necessary for learning												3 .12
		,8	2	1,4	9	8,2	6	4,7			03	00	
	I am looking for information about learning materials												2 ,86
		,9	9	8,2	7	5,6	3	2,3			03	00	
	I try to do my own questions without copying other people's questions												

o. Item	Score Distribution										Total		Average
	1		2		3		4		5				
		,9	8	6,9	4	2,7	7	6,5			03	00	2 ,72
	I read books related to learning material												
		,8	5	3,7	8	6,9	4	3,6			03	00	2 ,58
	I was challenged to do questions that were considered difficult												
	0	,7	4	2,7	5	4,0	4	3,6			03	00	2 ,51
	I repeated the material that the teacher had explained at home												
	1	0,7	8	6,6	5	4,0		,7			03	00	2 ,41
	I participate actively in the learning process												
		,9	7	6,2	9	7,9	3	2,0			03	00	2 ,98
	I expressed my opinion from the information I got												
		,9	7	6,2	1	9,5	0	9,4			03	00	2 ,83
	I ask the teacher if there is material that I don't understand												
		,8	6	5,2	4	2,7	7	6,2			03	00	2 ,89
0	I studied seriously in class												
		,9	2	1,7	8	6,9	9	7,6			03	00	3 ,28
1	I feel hopeless if I have difficulty doing an assignment												
	7	6,2	4	2,7	3	2,3		,7			03	00	2 ,14
2	I was quickly satisfied with what I had obtained												
	7	6,5	9	7,9	4	3,3	3	2,3			03	00	2 ,51
3	I am passionate about learning												
		,9	0	,7	8	6,9	1	9,5			03	00	3 ,32
4	I get extra marks when I answer questions correctly												
		,9	4	3,0	8	6.9	8	7,2			03	00	2 ,88
5	I get compliments when I complete assignments on time												
	7	6,5	3	1,7	6	5,2	7	6,5			03	00	2 ,42
6	I was able to answer correctly every question asked by the teacher												
		,9	8	6,6	1	9,8	0	,7			03	00	2 ,55
7	I am able to complete every task given on time												
		,9	4	3,0	7	5,6	9	8,4			03	00	2 ,80
8	I pay close attention to the teacher when explaining the lesson material												
		,9	6	5,5	0	8,8	4	2,7			03	00	3 ,21

o. Item	Score Distribution												A vera ge
	1		2		3		4		5		Tot al		
9	I feel bored during the learning process												2 ,42
	6	5,5	0	8,8	5	4,0	2	1,7			03	00	
0	I study in a room that has ventilation and a comfortable air temperature												2 ,86
	0	,7	7	6,2	3	2,0	3	2,0			03	00	
Average Mean													2 ,76

(Source: Processed data, 2024)

Based on table 6, it can be seen that the assessment of learning motivation conditions at SMA Muhammadiyah 1 Babat has an average of 2.76. based on this average, it can be seen that the condition of learning motivation at SMA Muhammadiyah 1 Babat is included in the sufficient category. Based on table 6, it can also be seen that the highest average on the learning motivation variable is item number 13 'I am enthusiastic about learning' with an average value of 3.32. This means that most respondents stated that in their willingness to learn, students at SMA Muhammadiyah 1 Babat have the enthusiasm to study in class. This shows that students at SMA Muhammadiyah 1 Babat respect each other when friends give opinions.

Meanwhile, the lowest average value is found in item number 11 'I feel hopeless if I have difficulty doing assignments' with an average value of 2.14. This means that most respondents stated that students at SMA Muhammadiyah 1 Babat do not despair when experiencing difficulties learning or doing assignments.

3. Research Data Analysis

A. Simple Linear Regression Analysis

Simple regression analysis aims to determine the effect of one variable on another. In regression analysis, an influencing variable is called an independent variable, while the influenced variable is called a related variable or dependent variable. If the regression equation has only one independent variable with one related variable, it is called a simple regression equation. If there is more than one independent variable, it is called a multiple regression equation. In simple regression we can find out how much a change in an independent variable can affect a related variable:

Table 10. Results of Simple Linear Regression Analysis

Model	B	*t*	Sig
Konstant a	10.877	3.557	0,000
$X_1 \rightarrow Y$	0.772	14.773	0,000

Source: Processed by Researchers (2024)

The results of multiple linear regression analysis based on table 8 above produce a simple linear regression formula as follows:

$Y = a + \beta_1 X_1 + e$

$Y = 10.877 + 0{,}772_{X1} + e$

The results of the analysis can be interpreted as follows:

1) The constant value of the above equation is 10.877, this figure indicates that if X1 (peers) is constant (unchanged) then student learning motivation is 10.877.

2) The X1 regression coefficient is 0.772, so this can be interpreted that the X1 variable (peers) affects employee performance by 0.772, so that if the peer variable increases by one unit it will increase learning motivation by 0.772 assuming other variables remain or are constant.

Correlation Coefficient

Correlation coefficient is done to determine the strength of the relationship between the variables being analysed. The nature of the correlation will determine the direction of the correlation. The correlation results in this study can be seen in table 9 below:

Table 11. Correlation Coefficient Test Results

Model		R Square	Adjusted RSquare	Std. Error of the Estimate
1	.827ᵃ	.684	0.680	5.582
a. Predictors: (Constant), Teman Sebaya				
b. Dependent Variable: Motivasi Belajar				

Source: Processed by researchers (2024)

Based on the table above, it can be seen that the correlation (R) shown is 0.827. This shows that the relationship between the independent variable, namely peers, and the dependent variable, namely student learning motivation, is very strong because it is in the correlation interval between 0.71 - 0.90.

4. Hypothesis Test

A. Partial Test t

The t test is used to show the effect of each independent variable on the dependent variable individually. To test this effect, the t test is used, namely by comparing the significance value of t with df 0.05. The independent variables forming the regression model are said to have a significant effect if the significant value of t < α = 0.05. For the results of partial regression model testing, it can be seen in table 10 below:

Table 12. Partial Test Results *t*

Coefficientsᵃ					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.877	2.058		3.557	.001
Peers	.772	.052	.827	14.773	.000
a. Dependent Variable: ; learning Motivation					

Source: Processed by researchers (2024)

Variable X has a t statistical value of 14,773 and a t significance value of 0.000. The significance value of t is 0.000 <0.05. This test shows that *H*1 is accepted and *H*0 is rejected, so it can be concluded that variable X (peers) has a positive and significant effect on student learning motivation at SMA Muhammadiyah 1 Babat (Y).

B. Test Coefficient of Determination (R2)

The coefficient of determination is used to determine how much contribution or contribution of motivation variables and organisational commitment to employee performance variables. The coefficient of determination is determined by looking at the R square value as can be seen in table 11 below:

Table 13. Test Results of the Coefficient of Determination

Model		R Square	Adjusted R Square	Std. Error ofthe Estimate	Durbin-Watson

1	827 a	. 684	. 0	.68	5.582		1.65 9
a. Predictors: (Constant), Teman Sebaya							
b. Dependent Variable: Motivasi Belajar							

Source: Data processed (2024)

Based on the results of data processing in table 11 above, the coefficient of determination (R square) = 0.684 is obtained. This means that 68.4% of learning motivation variables can be explained by peer influence while the remaining 31.6% is explained by other variables not proposed in this study.

5. Discussion

A. Descriptive Statistics of Variables

In this discussion, it can be seen the answer to the formulation of the problem of how the description of peers (X) and learning motivation in SMA Muhammadiyah 1 Babat students. The results of distributing questionnaires containing statements about the formulation of the problem obtained data which is then tabulated so that it can then be analysed.

Discussion of the description of peers and learning motivation will be explained at the following points:

1.   Description of Peer Condition of SMA Muhammadiyah 1 Babat

The birth of peers is not only due to the similarity of age or social sensitivity, but also based on the similarity of hobbies, the existence of goals in life that are similar, have a similar mindset, and can also be due to the quantity of meetings. Although there are many similarities for peer groups, there are still differences, especially in the realm of character. The difference in character will affect a child's learning achievement. And speaking of influence, of course the influence in question is both positive and negative.

Based on Table 8, it can be seen that the assessment of peer conditions at SMA Muhammadiyah 1 Babat has an average of 2.87. based on this average, it can be seen that peer conditions at SMA Muhammadiyah 1 Babat are included in the sufficient category. Based on table 8, it can also be seen that the highest average on the peer variable is item number 18 'I appreciate when friends give opinions' with an average value of 3.59. This means that most respondents stated that in their friendship activities, students at SMA Muhammadiyah 1 Babat appreciate friends when giving opinions. This shows that students at SMA Muhammadiyah 1 Babat respect each other when friends give opinions. Meanwhile, the lowest average value is found in item number 1 'I discriminate against friends in class' with an average value of 1.18. This means that most respondents stated that they do not discriminate against their friends in class so that this can be interpreted that students at SMA Muhammadiyah 1 Babat feel that their friends are the same and no one is different.

Motivation as something very important and necessary in the learning process. According to him, without motivation to learn, a child will find it difficult to follow lessons, including religious lessons well. Motivation as an impetus will be a trigger and source of energy to continue learning until it is able to achieve the goals of learning.

Peers function as a means to get feedback on their abilities and as a source of information. In addition to obtaining feedback and obtaining information, peers also function to fulfil socio-emotional needs. Through peers students learn to form and express their opinions, respect their friends' points of view, negotiate solutions in case of disagreement, and develop generally accepted standards of behaviour.

Peers can be said to be a situation where children or adolescents of the same age or maturity level. Adolescents will receive feedback from peers about their abilities. They learn about whether what they do is better, just as good or even worse than what other teenagers do. With the closeness that children have with their peers, peers can even be used as a strategy in counselling, to help students increase their self-confidence through a peer guidance programme.

Thus, peer guidance would be an appropriate solution when applied in education. This is because peers are friends of the same age, playmates, and friends with the same frequency of

thought. With the similarity in the development of mindset, experience and insight, it will be easier for a friend to give impact to another friend. In this concept of peer guidance, of course, the impact given must be set (setting) in such a way as to make changes to positive things.

1. Description of Learning Motivation Condition of SMA Muhammadiyah 1 Babat

Uno (2013) explains that learning motivation is an external and internal drive in a student who is doing learning to carry out behaviour, which is generally with several indicators or elements that support others. The indicators in question include: the existence of a person's desire to succeed, needs in learning, aspirations for the future, appreciation in learning.. (Syafari & Montessori, 2021)

Based on Table 9, it can be seen that the assessment of learning motivation conditions at SMA Muhammadiyah 1 Babat has an average of 2.76. Based on this average, it can be seen that the condition of learning motivation at SMA Muhammadiyah 1 Babat is included in the sufficient category. Based on table 9, it can also be seen that the highest average on the learning motivation variable is item number 13 'I am enthusiastic about learning' with an average value of 3.32. This means that most respondents stated that in their willingness to learn, students at SMA Muhammadiyah 1 Babat have the enthusiasm to learn in class. Meanwhile, the lowest average value is in item number 11 'I feel hopeless if I have difficulty doing assignments' with an average value of 2.14. This means that most respondents stated that students at SMA Muhammadiyah 1 Babat do not despair when experiencing difficulties learning or doing assignments.

According to Clayton Alderfer, learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible achievement or learning results. Motivation is seen as a mental drive that drives and directs human behaviour, including learning behaviour. In motivation, there is a desire that activates, moves, channels, and directs attitudes and behaviour in learning individuals.. (Kharinal & Kohar, 2020)

According to (Uno & Koni, 2014) stated that some motivational techniques that can be done in learning are as follows: 1) Verbal appreciation statements, 2) Using test scores as a spur to success, 3) Generate curiosity, 4) Bring up something unexpected by students, 5) Make the early stages of learning easy for students, 6) Use material that students are familiar with as an example in learning, 7) Use unique and unexpected links to apply a concept and principle that has been chosen, 8) Demand students to use things that have been previously learned, 9) Use simulations and games, 10) Provide opportunities for students to demonstrate their skills in public, 11) Reduce unpleasant consequences and student involvement in learning activities, 12) Understand the social climate in schools, 13) Utilise the authority of the teacher appropriately, 14) Integrate strong motives, 15) Clarify the learning objectives to be achieved. Clarifying the learning objectives to be achieved, 16) Formulate temporary goals, 17) Notifying the results of work that has been achieved, 18) Creating an atmosphere of healthy competition among students, 19) Developing competition with oneself, and 20) Developing competition with oneself. Developing competition with oneself, and 20) Setting a positive example. (Kharinal & Kohar, 2020)

According to Uno (2014: 23), learning motivation indicators can be classified as follows: 1) The existence of desire and desire to succeed, 2) The existence of encouragement and needs in learning, 3) There are hopes and aspirations for the future, 4) There is appreciation in learning, 5) There are interesting activities in learning, 6) There is a conducive learning environment. (Kharinal & Kohar, 2020)

Peers have a significant positive effect on student learning motivation at SMA Muhammadiyah 1 Babat

The results showed that the variable X1 (Peers) has a beta coefficient value of 0.783 with a significance value of 0.000. based on these results it can be seen that peers (X1) have a positive and significant effect on student learning motivation at SMA Muhammadiyah 1 Babat indicated by a sig value <0.05 (0.000). this test shows that H_1 is accepted and H_0, rejected.

The results of this study are in line with research conducted by Anggraeni and Rudiarta who found that based on the results of the study it was found that peer groups can become a role model for group personal who are then affected by the dominant influence recognised in the group. In the context of learning, the existence of this peer group can positively increase student motivation to learn, including motivation to learn Hinduism. (Anggreni & Rudiarta, n.d.)

Other research that is in line with the results of this study is research conducted by Damayanti, et al, which explains that based on the results of the study, the following conclusions were obtained: (1) that there is a positive and significant relationship between peer social interaction and learning motivation of Muhammadiyah 1 Babat High School students. This is evidenced by the calculated value > table, namely 254 > 235 with a significant value of 5% (0.000 < 0.05). The magnitude of the determinant is 0.064, which means that 0.64% of student learning motivation is influenced by peer social interaction, while the rest can be influenced by other variables. The implications of this study have an impact on students social interactions which are getting better and students' learning motivation is increasing.

The birth of peers, apart from being caused by the similarity of age or social sensitivity, is also based on the similarity of hobbies, the existence of goals in life that are similar, have a similar mindset, and can also be due to the quantity of meetings. Although there are many similarities for peer groups, there are still differences, especially in the realm of character. The difference in character will affect a child's learning achievement. And speaking of influence, of course the influence in question is both positive and negative.

The influence that will be felt from peer association is very dependent on the climate that is built in the group. In the world of education, the presence of peers should be able to influence the increase in cognitive abilities of children. This cognitive improvement is certainly obtained through discussions in groups of friends as a form of brain storming that will train the level of intelligence and critical thinking in solving a problem.

Friendship relationships in students will have an influence on the level of social interaction carried out by students. With more intense interaction with peers, it will have a positive influence on the growth of motivation. Forms of social interaction include chatting, playing together, and also learning together.

CONCLUSION

Interaction with peers can provide emotional support that increases one's confidence and motivation to learn. Getting encouragement from peers can help individuals overcome fear or anxiety related to learning. Through interaction with peers, individuals can engage in a healthy process of collaboration and competition. This can stimulate learning motivation, as individuals feel motivated to perform better or achieve goals together with their peers.

Sharing knowledge and experiences with peers allows individuals to broaden their understanding of a particular subject. Discussion and exchange of ideas between peers can spark interest in learning and increase motivation to dig deeper. Peers can also act as a support system in dealing with academic challenges. They can provide additional help, advice or motivation needed to keep the learning spirit high, especially in demanding situations such as approaching exams or assignment deadlines.

Interaction with peers is also important for strengthening a sense of social acceptance and attachment to the learning environment. Feeling accepted and belonging to a peer group can provide an additional motivational boost to actively participate in the learning process. Thus, peers have a very important role in increasing individual learning motivation through various mechanisms of social support, collaboration and social acceptance.

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