

The Influence of Peers on Student Learning Interests at SMKS Darel Hikmah Pekanbaru

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Abstract

The background of this research is regarding the influence of peers on students' learning interest. The influence of friendships and social activities of students with peers can be said to be quite strong, because in this phase the amount of time individuals spend with their peers is more than with their parents or family. The aim of this study was to find out whether there is peer influence on students' learning interest at Darel Hikmah Pekanbaru Vocational School. This type of research uses a descriptive quantitative approach, with data collection techniques using questionnaires, documentation and interviews. After considering the data and discussion, it was found that the F test yielded $F_{tab} = 4.00$ and $F_{hit} = 15.470$. Since F_{hit} is greater than F_{tab} , we can conclude that H_0 is rejected and H_a is accepted. Based on this statement, the research hypothesis is accepted. In addition, the influence of Peers on Students' Interest in Learning is at a moderate level. Based on the results of the calculation above, it is explained that the value of the relationship (R) is 0.447. From the output, it is obtained a coefficient of determination (R Square) of 0.20 which implies that the independent variable (Peers) to the dependent variable (Student Learning Interest) is 20.0%. Based on the results and discussion in this study, it can be concluded that peers have a positive influence on student learning interest at Darel Hikmah Pekanbaru Vocational School.

Keywords: Peers, Interest in Learning, Students



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INTRODUCTION

Peers are a kind of group of friends consisting of individuals who are the same age and have the same level of maturity (Zulfa, N.I., 2018: 64). In terms of developing friends and widening one's social circle, the student's experience largely revolves around that of his or her peers. Friendship networks provide a safe space for people to explore their identities and engage in social activities that are consistent with the norms set by their peers. However, this may have unintended consequences if the ideals fostered in the peer group have a negative meaning. Children at this age spend more time with their peers as individuals than with their parents or other family members, so the relationships they form with their peers have a major influence on their development. The research subjects were Santri who attended the Darel Hikmah Pekanbaru Islamic Boarding School, a part of the Darel Hikmah Pekanbaru Vocational School. where students live in dormitories and not with their families.

A person's interests, views, personality, appearance, and speech can be influenced by their circle of friends. Individuals have a better chance of fitting into their social circle if their actions are consistent with the actions they share with their friends. Being accepted by peers is being liked and accepted by peers (Purwaningsih, C & Syamsudin, A, 2022: 2439). Peers, according to the previous definition, are a group of friends and associates who are welcomed and valued for being on the same level as one another in terms of age, maturity, and so on. Similar to age or developmental level, a person's peers may have a significant influence on his

or her development, although this is not always the case. Peers, along with other elements, play an important role in shaping a person's personality because the way friendship shapes people's habits, perspectives and outlook on life. Everyone, of course, has the capacity for both. However, without the influence of the Environment consists of all the external factors that affect humans, either directly or from time to time. The social environment is very closely related to education in a broad sense. A person's social environment consists of interactions with other people. Family, friends, classmates and neighbors all form what we call the "social environment" (N. Nurfirdaus and A. Sutisna 2022:895).

People often make their initial non-family social relations with their friends (Tabi'in, A. 2017: 11). One of the values of the state that Indonesia aspires to is to educate the life of the nation through national education which is based on the belief that education is very important for humans to face the growth of an increasingly sophisticated era. Adequate human resources are essential for the success of a country in the future. Acquiring competent human resources requires a first investment in their education. Learning is the process of acquiring new knowledge and skills through personal experience and the active participation of one's environment. The importance of lifelong education cannot be overstated because humans are more than just biological beings (Deliyanto, B. 2014:1.2). Therefore, it would take a uniquely young child a very long time to learn what he needed to know to grow into an adult human. Interest in the subject matter and the learning process is one of the psychological aspects that affect the effectiveness of learning.

Having an interest means that the individual likes and cares about a particular topic or activity. That someone wants something that has to do with him. With an interest in an individual who is a child as a student or student in learning a lesson, this will help these students to achieve their learning success. Learning success achieved is not only in the form of academic achievement and grades, but also by changing the behavior of students or students. If a student is enthusiastic about what he or she is learning, he or she will not only work hard to master the material, but the positive habits and skills learned in class will carry over to other areas of life. (L. Charli, et al. 2019: 60).

Based on the observation activities that the researchers carried out in October 2022, located at the Darel Hikmah Pekanbaru Vocational School, several problems were found with students' interest in learning at the Darel Hikmah Pekanbaru Vocational School. Students' interest in learning is still classified as uneven because the interest in learning between students is different from one another. Peers are very influential on students' interest in learning at SMKS Darel Hikmah Pekanbaru, due to the implementation of a boarding school or dormitory system which causes students to live in dormitories. Where in the end students influence each other, against the background of the amount of time spent together in everyday life, causing a sense of interdependence and influencing one another.

The above can certainly cause various impacts, such as positive and negative impacts, especially in the teaching and learning process. Some of the problems that occur related to peers are when some students do not pay full attention to the status of students in learning, they prefer to chat with friends during the teaching and learning process, in the end other students also follow this behavior. In addition, there are also students who are less disciplined because they are often late to enter class and take part in the learning process, one of the reasons is because they are waiting or following their friends. Then, sometimes when the teaching and learning process begins, it can be seen that students are working on assignments that have been given by the teacher the previous day, meaning that the tasks that should be done in the dormitory are not carried out properly. This is because there are friends who are less disciplined and then influence friends around them to do the same thing.

From this problem it can be said that the interaction of individuals with peers who have not fully been said to be good/positive is suspected to be one of the factors that causes students not to have an interest in learning well. The positive influence of peers really helps students understand their identity and are able to adapt to their surroundings. Good peers can form good personalities towards others, making students have good personalities, be independent and think maturely, but if peers have a bad influence it will have a negative impact on students. Based on the description of the background above, this study focused on the analysis of "The Influence of Peers on Students' Interest in Learning".

RESEARCH METHODS

The research method used is quantitative research with descriptive research with data testing techniques, including questionnaires, documentation and interviews. The research location was at SMKS Darel Hikmah Pekanbaru, with a total of 64 students as respondents. This study uses a simple regression statistical analysis technique.

RESEARCH RESULTS AND DISCUSSION

This study consisted of 2 variables, namely peer variables (X) and interest in learning (Y). based on the results of the research description on the peer variable (X) and learning interest variable (Y) which consists of 24 and 16 statements, to find out more clearly the results of the following recapitulation can be seen. The following is a recapitulation of the peer variables and learning interest, among others:

Table 1. Recapitulation of Peer Variables (X)

| No | Indicator | SS | | S | | TS | | STS | |
|----|--------------------------|-----------|-------------|------------|-------------|-------------|-------------|------------|------------|
| | | F | % | F | % | F | % | F | % |
| 1. | Age Equality | 20 | 31% | 28 | 44% | 15 | 23% | 1 | 2% |
| 2. | Situation | 22 | 35% | 27 | 42% | 13 | 21% | 2 | 2% |
| 3. | Familiarity | 16 | 25% | 33 | 52% | 13 | 21% | 2 | 2% |
| 4. | Group Size | 15 | 24% | 37 | 57% | 10.5 | 16.5% | 1.5 | 2.5% |
| 5. | Development of Cognition | 6 | 10% | 33 | 51% | 23 | 33.5% | 2 | 3.5% |
| | Total | 79 | 125% | 158 | 246% | 74.5 | 115% | 8.5 | 12% |
| | Average | 16 | 25% | 32 | 50% | 15 | 23% | 2 | 2% |

Based on the table above, the data obtained is that 25% of respondents answered "Strongly Agree", 50% of respondents answered "Agree", 23% of respondents answered "Disagree" and 2% of respondents answered "Strongly Disagree". Based on the benchmarks described in the previous discussion if:

1. Answer scores are in the range of 75.01% - 100% = Very Good.
2. The answer scores are in the range of 50.01% - 75% = Good.
3. Answer scores are in the range of 25.01% - 50% = Fairly Good.
4. Answer scores are in the range of 0.00% - 25% = Not Good.

Then the results obtained in the recapitulation above are: (25% + 50% = 75%). So it can be concluded that peers are in the "good" range.

Table 2. Variable Recapitulation of Learning Interest (Y)

| No | Indikator | SS | | S | | TS | | STS | |
|----|--------------------|----|-----|----|-----|----|-----|-----|----|
| | | F | % | F | % | F | % | F | % |
| 1. | Feeling happy | 9 | 16% | 48 | 75% | 6 | 9% | 1 | 0% |
| 2. | Student Engagement | 7 | 11% | 38 | 60% | 18 | 28% | 1 | 1% |
| 3. | Student Interest | 11 | 18% | 34 | 54% | 17 | 26% | 2 | 2% |

| | | | | | | | | | |
|----|--------------------|-----------|------------|------------|-------------|-----------|------------|----------|-----------|
| 4. | Attention Students | 5 | 8% | 40 | 62% | 18 | 29% | 1 | 1% |
| | Total | 32 | 53% | 160 | 251% | 59 | 92% | 5 | 4% |
| | Average | 8 | 13% | 40 | 63% | 15 | 23% | 1 | 1% |

Based on the table above, the data obtained is that 13% of respondents answered "Strongly Agree", 63% of respondents answered "Agree", 23% of respondents answered "Disagree" and 1% of respondents answered "Strongly Disagree". Based on the benchmarks described in the previous discussion if:

1. Answer scores are in the range of 75.01% - 100% = Very Good.
2. The answer scores are in the range of 50.01% - 75% = Good.
3. Answer scores are in the range of 25.01% - 50% = Fairly Good.
4. Answer scores are in the range of 0.00% - 25% = Not Good.

Then the results obtained in the recapitulation above are: (13% + 63% = 76%). So it can be concluded that peers are in the "Very Good" range.

Test Requirements Analysis

Normality Test

The normality test can be used to determine whether the data received from respondents is normally distributed. In this analysis, using the Kolmogorov-Sminorov test. A variable is said to follow a normal distribution if the significance level of the normality test is greater than or equal to 0.05. Data or variables are considered not regularly distributed if the significance is less than 0.05.

Table 3. Normality Test
One-Sample Kolmogorov-Smirnov Test

| | | Unstandarized Residual |
|--|----------------|------------------------|
| N | | 64 |
| Normal Parameters ^{a,b} | Mean | ,0000000 |
| | Std. Deviation | 4,42640993 |
| Most Extreme Differences | Absolute | ,108 |
| | Positive | ,108 |
| | Negative | -,054 |
| Test Statistic | | ,108 |
| Asymp. Sig. (2-tailed) | | ,062 ^c |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |
| d. This is a lower bound of the true significance. | | |

Source: Processed Data 2023

Table 3 shows that the results of the Kolmogorov-Smirnov data normality test show that the influence of peers on student learning interest is more than 0.05, which is determined by examining the numbers in the significance column. Based on this, it can be concluded that the residual values are normally distributed, meaning that the influence of peers on students' learning interest is feasible to use as research data.

Linearity Test

The purpose of the linearity test is to determine whether there is a linear relationship between peers (X) and students' learning interests (Y). This study uses the SPSS Linearity Deviation procedure to check linearity. The test results are as follows:

Table 4. Linearity Test
ANOVA Table

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------------------------|----------------|--------------------------|-----------------------|-----------|--------------------|----------|-------------|
| Student Learning Interest* Peers | Between Groups | (Combined) | 680.009 | 17 | 40.001 | 2.134 | 0.21 |
| | | Linearity | 307.994 | 1 | 307.994 | 16.429 | .000 |
| | | Deviation from Linearity | 372.016 | 16 | 1.240 | 1.240 | .276 |
| | Within Groups | | 862.350 | 46 | 18.747 | | |
| | Total | | 1542.359 | 63 | | | |

Source: Processed Data 2023

The results of the linearity test performed on IBM SPSS Version 23 are shown in table.4 above. The significance level is 0.276, as seen in the previous SPSS report using the Linearity Deviation Test. There is a relationship between the peer variable (X) and the Learning Interest variable (Y) because the significance value is greater than 0.05, this indicates that the two variables are linear.

Data analysis

Simple Linear Regression Test

Hypothesis Testing

The F test is used to see whether there is a significant influence between the independent variables and the dependent variable.

Table 5. ANOVA Test F
ANOVA^a

| | Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--|--------------|-----------------------|-----------|--------------------|----------|-------------------|
| 1 | Regression | 307,994 | 1 | 307,994 | 15,470 | ,000 ^b |
| | Residual | 1234,366 | 62 | 19,909 | | |
| Total | | 1542,359 | 63 | | | |
| a. Dependent Variable: Student Learning Interest | | | | | | |
| b. Predictors: (Constant), Peers | | | | | | |

Source: Processed Data 2023

Based on table.5 of the calculation results of the SPSS Version 23 program, the F test table above, an F_{hit} of 15.470 is obtained. The F_{hit} value is then compared with the F_{tab} value with a 95% confidence level, a 5% significance level, the F_{tab} is obtained as follows:

$$df_1 = k-1 = 2-1 = 1$$

$$df_2 = n-k = 64-2 = 62$$

$$F_{tabel} = 4.00$$

Information:

Df = degree of freedom

n = Number of Samples

k = Number of Variables

The hypothesis proposed in this study are:

1. H_a = There is the influence of peers on student learning interest at Darel Hikmah Pekanbaru Vocational School
2. H_o = There is no peer influence on student learning interest at Darel Hikmah Pekanbaru Vocational School

The F_{hit} results obtained are compared with F_{tab} where if:

1. If $F_{hit} \geq F_{tab}$ then H_o is rejected and H_a is accepted, which means peers (variable X) affect students' learning interest (variable Y).

2. If $F_{hit} \leq F_{tab}$ then H_0 is accepted and H_a is rejected, which means peers (variable X) have no effect on students' learning interest (variable Y).

The results of the simple linear regression significance test show that F_{hit} is greater than F_{tab} of 15.470 4.00 meaning that H_0 is rejected and H_a is accepted, this shows that variable X affects variable Y. So that there is an influence of peers on student learning interest at Darel Hikmah Pekanbaru Vocational School. Based on this statement, the research hypothesis is accepted.

Simple Linear Regression Equation Test

Researchers used simple linear regression analysis to check the hypotheses. Simple linear regression analysis is a form of analysis technique that can be used to test the effect of one independent variable on one dependent variable. Does the independent variable have a significant or no significant effect on the dependent variable.

Table 6. Simple Linear Regression Results Coefficients^a

| Model | Unstandarized Coefficients | | Standarized Coefficients | T | Sig. | |
|-------|----------------------------|------------|--------------------------|------|-------|------|
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | 18,190 | 7,144 | | 2,546 | ,013 |
| | Peers | ,396 | ,101 | ,447 | 3,933 | ,000 |

a. Dependent Variable: Student Learning Interest

Source: Processed Data 2023

Based on table.6 above the Simple Regression Test Coefficient it can be said that the direction of peer influence is positive, it is known that the simple regression equation is:

$$\hat{Y} = a + bX$$

$$\hat{Y} = 18.190 + 0.396 X$$

Information:

Y = Student Learning Interest

a = Constant

b = Regression Coefficient

X : Peers

Explanation of the Regression Equation above: If the value of the dependent variable Student Learning Interest (Y) is a constant of 18.190, then the value of the independent variable Peers (X) is 0. If all other independent variables are considered constant, then an increase in the influence of Peers by 1% will resulted in an increase of 0.396 in the dependent variable Student Learning Interest (Y). The coefficient is positive, indicating that there is a beneficial relationship between students' interest in learning and their peers.

Coefficient of Determination

The analysis of the coefficient of determination is carried out to see how much the dependent variable contributes.

Table 7. Test Results for the Coefficient of Determination Model Summary

| Model | R | R Square | Adjustes R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | ,477 ^a | ,20 | ,187 | 4,46196 |

a. Predictors: (Constant), Peers

Source: Processed Data 2023

Table 7 shows that R is positive, with a value of 0.447 from the summary table. This shows that there is a moderate relationship between peers and students' learning interest. The withdrawal of this power is based on the interpretation of r using the table below:

Table 8. Correlation Measures

| No | Score "r" Productmoment | Interpretation |
|----|-------------------------|----------------|
| 1 | 0.00-0.199 | Very low |
| 2 | 0.20-0.399 | Low |
| 3 | 0.40-0.599 | Currently |
| 4 | 0.60-0.799 | Strong |
| 5 | 0.80-1.00 | Very strong |

Source: (Sugiyono, 2017)

The R-Square test is used to calculate the percentage of correlation between the independent variable (in this case peers) and the dependent variable (in this case learning motivation). According to the data shown above, the R-Square value is 0.20, which means an accuracy rate of 20.0%. This shows that the influence of students' social interaction on learning interest is 20%, with the remaining 80% (100%-20%) caused by factors outside the scope of this research.

Discussion

This study entitled The Influence of Peers on Students' Learning Interest at Darel Hikmah Pekanbaru Vocational School, the sample in this study numbered 64 students (respondents) and was located at Darel Hikmah Pekanbaru Vocational School. This questionnaire collection instrument uses a questionnaire (questionnaire) totaling 40 statements. From the results of data recapitulation for each variable in this study, namely Peers (variable X) and Student Learning Interest (variable Y) which was carried out using a questionnaire method of 64 students (respondents). Based on the results of the research that has been described previously, the results of this research are known. To clarify the results of the research, it will be described in the discussion below.

Peers at Darel Hikmah Pekanbaru Vocational School are in the Good range. This is because the Peers variable results from the average percentage of respondents who answered Strongly Agree 25% plus the results of the average percentage of respondents who answered Agree 49% where the result of the sum of 74% is in the range 50.01% - 75% = Good. It can be concluded that Peers are in the Good range. Students' interest in learning at SMKS Darel Hikmah Pekanbaru is in the good range. This is because in the Student Learning Interest variable the results of the average percentage of respondents who answered Strongly Agree amounted to 12% coupled with the results of the percentage of respondents who answered Agree as much as 63% where the sum result of 75% is in the range 50.01% - 75% = Good. It can be concluded that students' interest in learning is at a good level.

Based on the results of the linearity test with IBM SPSS Version 23. From the results of the SPSS output with the Linearity Deviation Test above, it is known that a significant value is 0.267. Because the results of the significance value are more than 0.05, statistically it can be said that the two data groups of Peers (X) and Student Learning Interest (Y) have a relationship, so that the two variables are said to be linear. Proving the hypothesis is used to see the dependent variable, where the independent variable in this study is Peers and the dependent variable is Student Learning Interest. Based on the results of a simple linear regression analysis using SPSS it can be explained that a constant of 18.190 means that the effect of the independent variable Peers (X) has a value of 0, then the dependent variable Student Learning Interest (Y) has a value of 18.190.

The regression coefficient of the Peers variable (X) is 0.396, if the other independent variables have a fixed value and the influence of Peers increases by 1% and the dependent variable Student Learning Interest (Y) will increase by 0.396. This means that the coefficient is positive, meaning that peers with student learning interest have a positive effect. This is also in line with research (A. Taufan, 2019: 64) at SMK N 3 SungaiFull, Kumun Debai District, City of SungaiFull, which said that peers have an effect on students' learning interest. Students' interest in learning will increase if the association of their peers can have a positive influence on students, and vice versa. If his friends behave well, are disciplined and so on, students will be affected, and vice versa. In addition, according to research results from (DAE. Putri, D. Ariani, 2022: 122) at SMP N 5 Kota Solok also shows that there is a positive and significant influence between peers on interest in learning.

The results of the F test obtained F_{tab} was 4.00 while F_{hit} was 15.470. It could be concluded that in this case F_{hit} was greater than F_{tab} , then H_0 was rejected and H_a was accepted. Based on this statement, the research hypothesis is accepted. In addition, the relationship between Peers and Students' Interest in Learning is at a moderate level. Based on the results of the calculation above, it is explained that the value of the relationship (R) is 0.447. From the output, it is obtained that the coefficient of determination (R Square) is 0.20 which means that the influence of the independent variable (Peers) on the dependent variable (Student Learning Interest) is 20.0% while 80.0% (100% - 20, 0%) is influenced by other variables not examined in this study.

CONCLUSION

Based on the results of the research and based on the formulation of the research problem, is there any influence of peers on students' learning interest at SMKS Darel Hikmah Pekanbaru, the F test shows that H_0 is rejected and H_a is accepted because $F_{hit} = 15.470$ $F_{tab} = 4.00$. The hypothesis is accepted on the basis of this statement. Based on the processed output of IBM SPSS Version 23, the regression coefficient value for the Peers variable (X) is 0.396, if the other independent variables have a fixed value and the influence of Peers increases by 1% and the dependent variable Student Learning Interest (Y) will increase by 0.396. This means that the coefficient is positive, meaning that peers have a positive effect on student learning interest. In addition, the relationship between Peers and Students' Interest in Learning is at a moderate level. Based on the results of the calculation above, it is explained that the value of the relationship (R) is 0.447. From the output, it is obtained that the coefficient of determination (R Square) is 0.20 which means that the influence of the independent variable (Peers) on the dependent variable (Student Learning Interest) is 20.0% while 80.0% (100% - 20, 0%) is influenced by other variables not examined in this study.

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