

## THE EFFECT OF PEER INTERACTION TOWARDS STUDENTS LEARNING MOTIVATION OF RELIGIOUS PROGRAM AT MAN JOMBANG

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**Abstract:** Students in the world of education will have social interactions. Friends are the first environment for children or adolescents after the family environment in learning to interact socially. Peer interactions can develop your potential. However, not all peer interactions have a positive impact on students, especially encouragement to learn. Therefore, this research aims to determine the influence of peer interactions on students' learning motivation. This research uses a quantitative research approach with an ex-post facto type of research. The population in this study were students of the MAN 4 Jombang Religious Program (PK) for the 2023/2024 academic year, a total of 144 students. The sampling technique used proportional random sampling to obtain a total of 36 students. Data collection techniques use observation, questionnaires and documentation. Test the validity of the instrument using Person Product Moment correlation and test reliability using the Cronbach's Alpha formula. Meanwhile, prerequisite analysis tests include normality tests, homogeneity tests, linearity tests, correlation tests and hypothesis tests which include simple linear regression equations. The results of the simple linear regression test produce the influence of peer interactions on student learning motivation. The magnitude of the influence is 57% while the rest is influenced by other variables not included in this model.

**Keywords:** learning, environment, students.

**Abstrak:** Siswa dalam dunia pendidikan akan melakukan interaksi sosial. Teman merupakan lingkungan pertama bagi anak atau remaja setelah lingkungan keluarga dalam belajar berinteraksi sosial. Pergaulan teman sebaya dapat mengembangkan potensi yang dimiliki. Namun, tidak semua pergaulan teman sebaya berdampak positif bagi siswa terutama dorongan untuk belajar. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh pergaulan teman sebaya terhadap motivasi belajar siswa. Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan jenis penelitian *ex-post facto*. Populasi dalam penelitian ini adalah siswa Program Keagamaan (PK) MAN 4 Jombang Tahun Pelajaran 2023/2024 sejumlah 144 peserta didik, teknik pengambilan sampel menggunakan *proporsional random sampling* diperoleh sejumlah 36 peserta didik. Teknik pengumpulan data menggunakan observasi, angket dan dokumentasi. Uji validitas instrumen menggunakan korelasi *Person Product Moment* dan uji reliabilitas menggunakan rumus *Cronbach's Alpha*. Sedangkan uji

prasyarat analisis meliputi uji normalitas, uji homogenitas, uji linieritas, uji korelasi serta uji hipotesis yang meliputi persamaan *regresi linier sederhana*. Adapun hasil dari uji *regresi linier sederhana* menghasilkan pengaruh pergaulan teman sebaya terhadap motivasi belajar siswa. Besarnya pengaruh 57% sedangkan sisanya dipengaruhi oleh variabel lainnya yang tidak dimasukkan dalam model ini.

Kata Kunci: Pembelajaran, lingkungan, Siswa.

## INTRODUCTION

The development of globalization affects various areas of life that continue to develop. The dimensions of life with globalization will continue to occur and cannot be avoided. Therefore, it is necessary to have quality human resources. One of the things that affects human resources is the quality of education in a country. Human life cannot be separated from learning activities in determining changes in behavior because throughout life they will always learn from new things they encounter and the experiences they have. One level of education that is a means of learning for students today is school or madrasah. In this world of education, students will interact socially. Friends are the first environment for children or adolescents after the family environment in learning to interact socially. During adolescence, peers are closer than family because they often do activities outside the home such as participating in school activities. This is in accordance with Dumas' opinion that peers are a place for adolescents to spend a lot of time and interact.<sup>1</sup>

Peer interaction can develop students' potential, interests and talents. However, not all peer interaction has a positive impact on students, such as the current rampant cases of juvenile delinquency, one of which is due to the incident of truancy. The Civil Service Police Unit (Satpol PP) secured 20 students in the Tangerang Regency Government Center (Puspemkab) area, Tigaraksa District.<sup>2</sup> Juvenile delinquency that occurs is caused by a lack of strong personal principles in each person in living a life pattern to determine a complete identity. This is in accordance with Saliman's opinion that teenagers in finding their life patterns often use trial and

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<sup>1</sup> Yusuf Kurniawan and Ajat Sudrajat, "Peran Teman Sebaya Dalam Pembentukan Karakter Siswa Madrasah Tsanawiyah," *SOCLA: Jurnal Ilmu-Ilmu Sosial* 15, no. 2 (2018), 149–63.

<sup>2</sup> Nursita Sari Pranita, Ellivon, "Bolos Sekolah, 20 Pelajar Di Tangerang Diamankan Satpol PP Lalu Disuruh 'Push Up,'" 2023, <https://megapolitan.kompas.com/read/2023/01/17/15454131/bolos-sekolah-20-pelajar-di-tangerang-diamankan-satpol-pp-lalu-disuruh>.

error methods even though they go through many mistakes. So, the good or bad impact of the association affects learning activities.<sup>3</sup> In addition, in a study by M. Abror Rohimi entitled "The Influence of Peer Socialization on Student Learning Motivation in Economics Subjects at SMA Negeri 1 Kampar, 2020" with a quantitative approach also resulted in showing a significant influence between peer socialization on student learning motivation. However, the difference from the study was that it took the subject of economics while the author examined student learning motivation in the Religious Program department.

According to the views of the figures, one of them is Dalyono, who said that there are two factors that influence learning outcomes, namely internal factors including health, intelligence, talent, interest, motivation, and learning methods. While external factors include family, school, society, and the surrounding environment.<sup>4</sup> These factors can influence each other, one of which is peer relationships in the surrounding environment can be the cause of student learning motivation. According to Sondang P. Siagian, motivation is someone who, with encouragement, is able to devote his abilities, energy and time to achieving a target.<sup>5</sup>

These phenomena show that peers greatly influence students' motivation to take action. The majority of students at the State Islamic Senior High School (MAN) 4 Jombang live in Islamic boarding schools or dormitories. One of the departments that implements a mandatory dormitory system is the Religious Program (PK) department. All MAN PK students live in the same dormitory, namely the MAN PK dormitory or also known as the Hasbullah Sa'id dormitory. The MAN PK dormitory plays a role not only as a second home for students and a place to study outside of school hours but also as an environment for many social interactions between peers that help shape the personalities of students, including student learning motivation. A homogeneous environment in terms of place and peers has an impact on student learning motivation.

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<sup>3</sup> Fabiana Meijon Fadul, "Pengaruh Pergaulan Negatif Terhadap Minat Belajar Siswa Di Smp Negeri 34 Bulukumba," (2019), 14–26.

<sup>4</sup> Ahmad Syarifuddin, "Penerapan Model Pembelajaran Cooperative Belajar Dan Faktor Yang Mempengaruhinya," *Jurnal Ta'dib* 7, no. 1 (2020), 124–25.

<sup>5</sup> Lidia Lomu dan Sri Adi Widodo, "Pengaruh Motivasi Belajar Dan Disiplin Belajar Terhadap Prestasi Belajar Matematika Siswa," *Prosiding Seminar Nasional Pendidikan Matematika Etnomatnesia* 0, no. 0 (2020): 747.

Based on the problems above, the author conducted a study entitled, "The Influence of Peer Association on Student Learning Motivation in the Religious Program (PK) Man 4 Jombang in the 2023/2024 Academic Year" with a quantitative research approach using the ex post facto research type with a population of 144 students which resulted in 36 samples using the Proportionate Stratified Random Sampling technique.

## DISCUSSION

### A. Peer Relationships

Humans as social creatures cannot be separated from interacting with each other in the long term, so that it is one way for someone to socialize which forms social groups based on their place and environment. According to Soedomo Hadi, socializing is direct contact between each other, including educators and students.<sup>6</sup> This is a social interaction that occurs in the school environment, namely interactions that occur between fellow students or learners, students with teachers or between fellow teachers. So, socializing is basically one way for someone to interact with their environment. According to Abdulah Idi, socializing is direct contact between one individual and another. Peers is a term for a group of children who have almost the same age range. Peers are a group of socialization places that greatly influence the growth and development of children's age. The term is for those who tend to have the same age, think and do things together.<sup>7</sup>

According to Hornby, peers are people who have the same status and abilities and are relatively the same age, so they are often called peer groups or peer age.<sup>8</sup> Similarly, according to Santrock, peers are children who are more or less the same age or level.<sup>9</sup>

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<sup>6</sup> Widha Ari Nur Setyawan dan Sulistyono, "Pergaulan Teman Sebaya Terhadap Motivasi Belajar Siswa Kelas V Sd Se-Kecamatan," *Universitas Pgr Yogyakarta*, 2017, 5.

<sup>7</sup> Darminto Dongoran and Fredik Melkias Boiliu, "Pergaulan Teman Sebaya Dalam Pembentukan Konsep Diri Siswa," *Jurnal Educatio FKIP UNMA* 6, no. 2 (2020), 382.

<sup>8</sup> I Wayan Suwendra, *Mengintip Sarang Iblis Moral* (Bali: Nilacakra, 2018), 49, [https://www.google.co.id/books/edition/Mengintip\\_Sarang\\_Iblis\\_Moral/yxBdDwAAQBAJ?hl=id&gbpv=1&dq=pergaulan+teman+sebaya+iblis&pg=PA72&printsec=frontcover](https://www.google.co.id/books/edition/Mengintip_Sarang_Iblis_Moral/yxBdDwAAQBAJ?hl=id&gbpv=1&dq=pergaulan+teman+sebaya+iblis&pg=PA72&printsec=frontcover).

<sup>9</sup> John W. Santrock, *Remaja*, ed. Noviettha Indra Sallama, Kesebelas (Jakarta: Erlangga, 2007), 55.

A person can be said to be a peer if they have the same age, harmony in thinking, conditions, and similarities in having scientific achievements. If this happens and they are in one group, they will learn about how to communicate, be responsible and work together to train leadership. Therefore, peers can be a factor that influences the flow of emotions of a teenager, namely a place to understand, respond, develop and manage one's emotions wisely. Even according to Rachmawati, the older the age, the more human emotions increase, the form of emotions also affects success in school.<sup>10</sup>

Based on the opinions of the experts above, researchers can conclude that peer interaction is a social interaction process carried out on the basis of the same age, thinking and acting together, having the same interests and the same goals.

According to Santrock, the most important role of peers is (a) as a source of information that is not provided by people outside the family (b) a cognitive source, namely for solving problems and gaining knowledge (c) an emotional source, namely for revealing expressions that show self-identity.<sup>11</sup>

The impact of peer relationships will provide positive and negative power for adolescent behavior. In Hamim Rosyidi, the formation of human behavior is due to two factors, namely internal and external.<sup>12</sup> Faktor intern menghasilkan perilaku dari apa yang menjadi keputusan setiap individu untuk memilih pengaruh yang berasal dari luar. Sedangkan faktor ekstern adalah perwujudan hasil dari interaksi sosial.

Internal factors produce behavior from what each individual decides to choose from external influences. While external factors are the manifestation of the results of social interaction.

The occurrence of peer interaction is certainly inseparable from factors that influence the ongoing social interaction, including: (a) Imitation, which is a cognitive process in carrying out other people's actions captured by the five

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<sup>10</sup> Syakira Hanifa and Triana Lestari, "Pengaruh Teman Sebaya Terhadap Perkembangan Emosional Anak," *Jurnal Pendidikan Tambusai* 5 (2021), 1430.

<sup>11</sup> Dongoran dan Boiliu, "Pergaulan Teman Sebaya Dalam Pembentukan Konsep Diri Siswa", 384.

<sup>12</sup> Rosyidi, *Psikologi Sosial*, 48.

senses; (b) Suggestion, which is a process where someone can appreciate other people's perspectives without any criticism; (c) Identification, which is a desire within a person to be the same as others, both physically and mentally; (d) Sympathy, which is where someone feels concerned about the condition of others, making them feel as if they feel and are in the same place.

According to Park and Burges, the indicators of peer social interaction can be cooperation, competition, conflict, conformity, and integration. Meanwhile, according to Soekanto, the indicators of social interaction consist of cooperation, accommodation, competition, and conflict.<sup>13</sup>

## B. Student Learning Motivation

Motivation comes from the word motive, which can be interpreted as a force within an individual, which results in an action.<sup>14</sup> The emergence of motives in the form of stimulation from within a person with the presence of encouragement that is proven by behavior. Thus, in the learning process a person's behavior will produce goals that will be achieved. According to Monks in Dimiyati and Mujiono, learning motivation is influenced by physiological factors and psychological maturity of students because it includes the psychological aspect that is developing.<sup>15</sup> Meanwhile, according to Sardiman, learning motivation is the overall driving force from within the student that gives rise to, ensures continuity and provides direction to learning activities, so that the goals desired by the student can be achieved.<sup>16</sup>

Based on the opinions of these experts, researchers can conclude that learning motivation is the presence of encouragement that arises both from within and from outside the student which is marked by the emergence of feelings and is proven by actions to achieve goals in learning success. Motivation is closely related to student goals, therefore the more valuable the goal, the closer the student's motivation. The existence of learning motivation means that

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<sup>13</sup> Suwendra, *Mengintip Sarang Iblis Moral*, 49.

<sup>14</sup> Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya Dalam Pendidikan* (Jakarta: Bumi Aksara, 2006), 3.

<sup>15</sup> Dimiyati dan Mujiono, *Belajar Dan Pembelajaran* (Jakarta: Rineka Cipta, 2006), 97.

<sup>16</sup> Andi Quraissy dan Agus, "Hubungan Efikasi Diri Dan Motivasi Belajar Matematika Siswa Kelas VIII SMP," *Jurnal Pendidikan Matematika* 13, no. 87 (2021), 87.

students have encouragement in learning efforts, learning activities and learning goals. According to Kompri, what influences motivation in learning are: (a) Student ideals and aspirations; (b) Student abilities; (c) Student conditions; (d) Student environmental conditions.<sup>17</sup>

Efforts to improve learning motivation in Dimiyati and Mujiono include; (a) Optimizing the application of learning principles, namely teachers need to inform the standard measurement of success in learning and vice versa. So, students understand the benefits of learning values for the future; (b) Optimizing the dynamic elements of learning and teaching, namely teachers must strive for learning opportunities for students; (c) Optimizing the use of student experience and abilities, namely teachers are required to use student learning experiences and abilities in managing learning for students; (d) Development of ideals and learning aspirations, namely teachers are able to direct students to achieve the ideals desired by the students.<sup>18</sup>

According to Hamzah B. Uno in his research, motivation is an internal and external drive within a person to make changes in behavior, which has the following indicators: (a) the desire and wish to carry out activities, (b) the drive and need to carry out activities, (c) the existence of hopes and ideals, (d) appreciation and respect for oneself, (e) the existence of a good environment, and (f) the existence of interesting activities.<sup>19</sup>

## ANALYSIS

Presentation of the data collection process to determine whether or not there is an influence between the variables of Peer Association and Student Learning Motivation of the Religious Program of MAN 4 Jombang, the researcher uses quantitative data analysis. According to Sugiono, quantitative research is a research method based on the philosophy of positivism, used to research a certain population or sample, data collection using research instruments, data analysis is quantitative or

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<sup>17</sup> Lita Izzatunnisa et al., "Motivasi Belajar Siswa Selama Pandemi Dalam Proses Belajar Dari Rumah," *Jurnal Pendidikan* Vol. 9, no. 2 (2021), 8.

<sup>18</sup> Dimiyati and Mujiono, *Belajar Dan Pembelajaran*, 101–7.

<sup>19</sup> B. Uno, *Teori Motivasi Dan Pengukurannya Dalam Pendidikan*, 10.

statistical, with the aim of testing the established hypothesis.<sup>20</sup> The type of research used in this research is Ex post facto, which examines events that have occurred then looks back to find out the factors that can cause these events.<sup>21</sup> In the presentation of data on the results of research conducted by researchers on each variable using the IBM SPSS Version tool 23.

The population of this study were all students of the Religious Program (PK) classes X, XI and XII MAN 4 Jombang, totaling 144 students. The sample in this study used Proportionate Stratified Random Sampling technique, this technique is used when the population has members / elements that are not homogeneous and stratified proportionally.<sup>22</sup> Then the sample is taken randomly according to the number of population sizes with the following results:

Table 1. Research Sample

No.	Class	Total Research Population	Sample
1.	X PK	48	$48 \times 25\% = 12$
2.	XI PK	48	$48 \times 25\% = 12$
3.	XII PK	48	$48 \times 25\% = 12$
	Total	144 Learners	36 Learners

This study has two variables, namely the independent / independent variable and the dependent / dependent variable. The independent variable in this study is Peer Association and the dependent variable is Student Motivation. Data collection techniques in this study include observation, questionnaire and documentation.

First, researchers made observations aimed at finding out the teaching and learning process activities at school related to peer association and student learning motivation.

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<sup>20</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, R & D* (Bandung: Alfabeta, 2022), 55.

<sup>21</sup> Andi Ibrahim et al., *Metodologi Penelitian* (Makassar: Gunadarma Ilmu, 2018), 172.

<sup>22</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, R & D*, 130.



Second, researchers distributed questionnaires at school to collect data related to these two variables. In distributing questionnaires, researchers distributed validity questionnaires, based on 35 statements resulting in 18 valid statement items for peer association variables. Meanwhile, the student learning motivation variable based on 25 statements resulted in 15 valid items. Furthermore, a number of valid statement items from both variables were then used by researchers to distribute research questionnaires to 36 respondents of MAN PK Jombang students.

Third, documentation is carried out by researchers to strengthen research data such as madrasah profile data, student attendance at all levels of MAN PK Jombang along with documentation related to these two variables.

Based on the three data collection techniques above, the researchers then processed the data by analyzing the research data using descriptive statistics to answer the first and second problem formulations and erential inferential statistics with parametric statistics using the simple linear regression equation formula to answer the third problem formulation.

First, descriptive statistics to answer the formulation of the first problem, namely how the peer association of MAN PK Jombang is based on questionnaire data on the Peer Association variable from the results of the study resulted in a description of the data in the form of an overview that the Peer Association variable produces a minimum value of 47, a maximum value of 68, an average value of 59.69, Std. Deviation 5.08, Variance 25.81 of 36 respondents. Furthermore, the data is included in the frequency distribution table with the following results:

*Tabel*

2.

		Kelas Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47-49	2	5.6	5.6	5.6
	50-52	0	0.0	0.0	0.0
	53-55	4	11.1	11.1	16.7
	56-58	10	27.8	27.8	44.4
	59-61	6	16.7	16.7	61.1
	62-64	7	19.4	19.4	80.6
	65-68	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

*Distibusi Frekuensi Pergaulan Teman Sebaya*

Based on the frequency distribution table above, it shows that those who get a minimum score of 47-49 are 2 respondents with a value of 5.6%, those who get a score of 50-52 are 0 respondents with a value of 0.0%, those who get a score of 53-55 are 4 respondents with a value of 11.1%, those who get a score of 56-58 are 10 respondents with a value of 27.8%, those who get a score of 59-61 are 6 respondents with a value of 16.7%, those who get a score of 62-64 are 7 respondents with a value of 19.4%, those who get the largest score of 65-68 are 7 respondents with a value of 19.4%.

Second, descriptive statistics to answer the second problem formulation, namely how the learning motivation of MAN PK Jombang students based on questionnaire data on student learning motivation variables from the results of the study resulted in a description of the data in the form of an overview that the student learning motivation variable produced a minimum value of 36, a maximum value of 60, an average value of 49.33, Std. Deviation 6.02, Variance 36.34 of 36 respondents. Furthermore, the data is included in the frequency distribution table with the following results:

Table 3. Frequency Distribution of Student Learning Motivation

Interval Class					
Kelas Interval		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36-38	2	5.6	5.6	5.6
	39-41	1	2.8	2.8	8.3
	42-44	2	5.6	5.6	13.9
	45-47	10	27.8	27.8	41.7
	48-50	6	16.7	16.7	58.3
	51-53	5	13.9	13.9	72.2
	54-56	5	13.9	13.9	86.1
	57-60	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

Based on the frequency distribution table above, it shows that those who get the minimum score of 36-38 are 2 respondents with a value of 5.6%, those who get a score of 39-41 are 1 respondent with a value of 2.8%, those who get a score of 42-44 are 2 respondents with a value of 5.6%, those who get a score of 45-47 are 10

respondents with a value of 27.8%, those who get a score of 48-50 are 6 respondents with a value of 16.7%, those who get a score of 51-53 are 5 respondents with a value of 13.9%, those who get the largest score of 54-56 are 5 respondents with a value of 13.9%, those who get a score of 57-60 are 5 respondents with a value of 13.9%.

Third, a simple linear regression equation to answer the third problem formulation, namely how the influence of peer association on learning motivation of MAN PK Jombang students. However, before performing a simple linear regression equation, it is preceded by prerequisite tests which include: normality test, homogeneity test, linearity test, correlation test. The normality test is used to determine whether the two variables are normally distributed or not provided that if the two tailed sig value  $> 0.05$  then the data is normally distributed. The normality test for the two variables used by researchers, namely the Kolmogorov Smirnov Test statistical test, resulted in the following:

Tabel 4 Hasil Uji Normalitas

One-Sample Kolmogorov-Smirnov Test		
	Peer Association	Student Learning Motivation
N	36	36
Asymp. Sig. (2-tailed)	.923	.885

Based on the results of the normality test, it shows that the sig value of Peer Association is  $0.923 > 0.05$ , so the data includes a normal distribution. While the normality test of the Learning Motivation variable shows a sig value of  $0.885 > 0.05$ , so the data includes a normal distribution. Furthermore, the homogeneity test is used to determine whether or not the variance of two or more distributions is the same with the provisions that if  $F \text{ count} < F \text{ table}$  then the data is homogeneous. The homogeneity test conducted by researchers using the Anova statistical test which produces the following data:

Table 5. Homogeneity Test Results

ANOVA					
Student Learning Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	958.000	16	59.875	3.623	0.004
Within Groups	314.000	19	16.526		
Total	1272.000	35			

Based on the homogeneity test results, it is known that the calculated F value is 3.623 while the F table, 5% df (N1) = K-1, 2-1=1. Df N2 = N- K (36-2 = 34). With 95% confidence = 4.130. So it can be concluded that Ha is accepted which means that the variants of the two variables are homogeneous.

The linearity test has the aim of knowing whether the two variables show a linear influence or not provided that if the Sig. deviation from linearity > 0.05, then there is a linear relationship between the independent variable and the dependent variable. Researchers in the linearity test used the Anova statistical test which produced the following data:

Table 6. Linearity Test Results

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Sig.
Motivasi Belajar * Siswa Pergaulan Teman Sebaya	Between Groups	Deviation from Linearity		232.533	15	15.502	.938	.544

Based on the results of the linearity test, it is known that the Sig. deviation from linearity value is 0.544 > 0.05, it can be concluded that there is a linear relationship between Peer Association and Student Learning Motivation.

Furthermore, the correlation test is carried out to determine whether there is a correlation or not in the two variables with the condition that if Sig < 0.05 then Ha is accepted. This test is carried out first before the simple linear regression test, because if there is no correlation it means that there is no effect, so if this happens it cannot be continued for the simple linear regression test. The correlation test results are as follows:

### Correlations

		Peer Association	Student Learning Motivation
Peer Association	Pearson Correlation	1	.755**
	Sig. (2-tailed)		.000
	N	36	36
Student Learning Motivation	Pearson Correlation	.755**	1
	Sig. (2-tailed)	.000	
	N	36	36

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 7. Correlation Test Results

Based on the results of the correlation test above, it results that peer association is related to learning motivation with a Sig value = 0.000 which means  $<0.05$ , so  $H_a$  is accepted.

After the prerequisite analysis test is carried out and based on the results of a very strong correlation test, it is continued by conducting a simple linear regression test to determine the effect of Peer Associations on Student Learning Motivation. The simple linear regression test results are as follows:

Tabel 8. Test Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755 <sup>a</sup>	0.570	0.558	4.009
a. Predictors: (Constant), Peer Association				

Based on the results of the simple linear regression test above, it produces the percentage contribution of the influence between the Peer Relationship variable and Student Learning Motivation. The value (of 0.570 means that the percentage contribution is 57% with the rest influenced by other variables not included in this model. $R^2$ )

The results of the simple linear regression test (*Coefficients*) is used to explain the coefficient value, t-count value and significance. As for output Coefficients as follows:

Table 9. Simple Linear Regression Test Results (Coefficients)

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	-4.153	7,990		-

Peer Relationships	0.896	0.133	0.755	0.520	6,718	0.000
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a. Dependent Variable: Student Learning Motivation

Based on the output values above, they will be entered into the regression equation as follows:

$$Y = a + Bx$$

$$Y = -4.153 + 0.896X$$

The purpose of this regression equation is as follows:

1. The constant value (a) is -4.153, meaning that if Peer Socialization is 0, then Student Learning Motivation is 0.896.
2. The regression coefficient value of the Peer Socialization variable (b) is 0.896, meaning that for every 1% increase in Peer Socialization, the level of Student Learning Motivation will increase by 0.896%.

## CONCLUSION

Based on the research results, it can be concluded that there is an influence of Peer Socialization on Student Learning Motivation with the following description: (1) As for Peer Socialization of Religious Program (PK) students from 36 respondents, it is known to produce a minimum value of 47, a maximum value of 68, an average value of 59.69, Std. Deviation 5.08, Variance 25.81 from 36 respondents; (2) As for Student Learning Motivation of Religious Program (PK) from 36 respondents, it is known to produce a minimum value of 36, a maximum value of 60, an average value of 49.33, Std. Deviation 6.02, Variance 36.34 from 36 respondents; (3) The results of the simple linear regression test show the influence of Peer Socialization on Student Learning Motivation from 36 respondents, resulting in a large influence of 57% while the rest is influenced by other variables not included in this model.

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