

The Role of Peers In Student Learning Motivation

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ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan peran teman sebaya dalam memotivasi belajar siswa di SMA Al-Azhar Medan. Metode yang digunakan adalah pendekatan kuantitatif deskriptif dengan teknik pengumpulan data berupa angket tertutup skala Likert. Responden penelitian berjumlah 30 siswa kelas XII Unggulan C yang dipilih menggunakan teknik total sampling. Data dianalisis menggunakan statistik deskriptif dalam bentuk persentase dan kategori. Hasil penelitian menunjukkan bahwa peran teman sebaya dalam motivasi belajar siswa berada pada kategori tinggi dengan rata-rata persentase sebesar 83%. Aspek dukungan instrumental memperoleh persentase tertinggi, diikuti oleh dukungan emosional, dukungan informasional, dan dukungan penghargaan. Temuan ini menunjukkan bahwa interaksi positif antar teman sebaya, seperti belajar bersama, saling membantu, serta memberikan dorongan dan apresiasi, berkontribusi signifikan dalam meningkatkan semangat, ketekunan, dan kepercayaan diri siswa dalam belajar. Oleh karena itu, lingkungan pertemanan yang suportif perlu terus dikembangkan sebagai bagian dari upaya meningkatkan motivasi belajar dan kualitas pembelajaran di sekolah.

This study aims to describe the role of peers in motivating student learning at Al-Azhar High School Medan. The method used is a descriptive quantitative approach with a data collection technique in the form of a closed questionnaire on the Likert scale. The respondents of the study were 30 students of grade XII Superior C who were selected using the total sampling technique. The data was analyzed using descriptive statistics in the form of percentages and categories. The results showed that the role of peers in student learning motivation was in the high category with an average percentage of 83%. The instrumental support aspect obtained the highest percentage, followed by emotional support, informational support, and reward support. These findings show that positive interactions between peers, such as learning together, helping each other, and providing encouragement and appreciation, contribute significantly to increasing students' enthusiasm, perseverance, and confidence in learning. Therefore, a supportive friendship environment needs to be developed as part of efforts to improve learning motivation and learning quality at school.



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INTRODUCTION

Education is an important process in shaping the quality of human resources, both in terms of knowledge, skills, and attitudes (Novita et al., 2018). The success of the educational process is not only determined by the quality of the material and learning methods, but also greatly influenced by the students' motivation to learn (Simamora & Tilaar, 2021). Learning motivation is an internal factor that encourages students to be active, diligent, and enthusiastic in participating in the learning process and achieving optimal learning outcomes (Nofriyandi et al., 2023).

At the secondary education level, especially at the high school level, students are in the adolescent development phase which is characterized by an increasing need for social interaction (Ardea

Sri Pramesti & Anniez Rachmawati Musslifah, 2024). At this stage, peers have a very large role in students' lives, both in the formation of attitudes, behaviors, and learning habits. Interaction with peers does not only occur in social contexts, but also in academic activities, such as studying together, discussing, and helping each other understand subject matter (Farokha Farokha & Sugeng Pradikto, 2025).

Peers can be a positive source of support for students, especially in increasing motivation to learn (Putu Karunia Meilani & Hizkia Tobing, 2023). This support can be in the form of emotional support, such as providing encouragement and attention; informational support, such as knowledge sharing and learning strategies; instrumental support, such as group study and helping with assignments; as well as award support, such as giving praise and recognition for learning efforts (Maghfirah et al., 2023). A positive friendship environment has the potential to create a comfortable learning atmosphere and encourage students to achieve more (Rosa et al., 2023).

However, in practice, not all peer interactions have a positive impact on learning motivation. In some conditions, peer influence can actually distract students from academic activities if they are not directed properly (Hendriana et al., 2018). Therefore, it is important to understand how the role of peers is in real life in motivating students' learning, especially in the school environment.

Based on these conditions, this study was conducted to examine the role of peers in student learning motivation at Al-Azhar Superior High School Medan. This research is expected to provide an objective picture of the extent to which peers contribute to increasing student learning motivation, so that the results can be considered for teachers, schools, and related parties in creating a more conducive learning environment.

METHOD

Types and Research Approaches

This study uses a descriptive quantitative approach, which aims to objectively and systematically describe the role of peers in motivating students' enthusiasm for learning. The descriptive quantitative approach was chosen because this study focuses on measuring student perception through numerical data obtained from questionnaires, then analyzed using descriptive statistics in the form of percentages and categories.

Research Location and Time

This research was carried out at Al-Azhar Superior High School Medan, especially in grade XII Superior C students.

Population and Research Sample

The population in this study is all students of grade XII Superior C of Al-Azhar Superior High School Medan. The sampling technique used is total sampling, where all members of the population are used as research samples. This is done because the population is relatively small and allows for research as a whole.

Research Instruments

The research instrument used was a closed questionnaire prepared based on indicators of the role of peers in learning motivation. The questionnaire uses a Likert scale with four alternative answers, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

To ensure the feasibility of the instrument, the questionnaire was compiled based on a grid that referred to the theory of peer social support and learning motivation. The validity of the instrument is carried out through content validity by asking for consideration from teachers or parties who understand the field of education.

Table 1. Questionnaire Instrument Grid on the Role of Peers in Student Learning Motivation

No	Variabel	Measured Aspects	Indicator	Item Number	Scale
1	The Role of Peers in Learning Motivation	Emotional Support	Peers provide enthusiasm, attention, and care in the learning process	1, 2, 3, 4	Likert (1-4)

2	The Role of Peers in Learning Motivation	Informational Support	Peers help understand material, share information, and learn strategies	5, 6, 7, 8	Likert (1-4)
3	The Role of Peers in Learning Motivation	Instrumental Support	Peers provide real help such as group study and work on assignments	9, 10, 11, 12	Likert (1-4)
4	The Role of Peers in Learning Motivation	Award Support (Appreciative)	Peers give compliments, recognition, and encouragement for learning efforts	13, 14, 15, 16	Likert (1-4)
5	The Role of Peers in Learning Motivation	Influence on Learning Motivation	Peer support increases enthusiasm, perseverance, and desire to achieve	17, 18, 19, 20	Likert (1-4)

Data collection techniques

The data collection technique in this study was carried out through the distribution of a closed questionnaire to grade XII students Superior C. Questionnaires were given directly to respondents to obtain data on students' perceptions of the role of peers in motivating their enthusiasm for learning.

Data Analysis Techniques

The data obtained from the questionnaire was analyzed using descriptive statistics. The score of each respondent's answer is summed up, then calculated in the form of a percentage to find out the category of the role of peers in student learning motivation.

The results of the data analysis are then classified into very high, high, medium, or low categories, so that they can provide a clear picture of the role of peers in motivating students' enthusiasm for learning.

RESULTS AND DISCUSSION

Table 2. Recapitulation of the Results of the Peer Role Questionnaire in Student Learning Motivation

No	Measured Aspects	Maximum Score	Scores Obtained	Percentage (%)	Category
1	Emotional Support	320	256	80%	Height
2	Informational Support	320	262	82%	Height
3	Instrumental Support	320	275	86%	Very High
4	Award Support (Appreciative)	320	268	84%	Height
5	Influence on Learning Motivation	320	265	83%	Height
Total / Average		1600	1326	83%	Height

Based on the results of the recapitulation of the questionnaire on the role of peers in student learning motivation as presented in the table of research results, it was obtained that the role of peers was in the high category with an average percentage of 83%. These findings suggest that peers have a significant contribution to building and improving student learning motivation in school settings.

In the aspect of emotional support, a percentage of 80% was obtained with a high category. These results indicate that students feel the attention, care, and encouragement of their peers when facing difficulties or boredom in learning. Emotional support from peers plays an important role in creating a positive psychological atmosphere, so that students feel more comfortable and motivated to stay engaged in learning activities. These findings are in line with the theory of social motivation which states that

emotional support from the social environment can increase students' confidence and perseverance in learning.

The aspect of informational support also shows a high category with a percentage of 82%. This shows that interaction between peers in the form of sharing information, discussion, and helping each other understand the subject matter has a positive impact on students' learning motivation. Through the process of exchanging knowledge, students not only gain a better understanding of the material, but are also encouraged to be more active and enthusiastic in participating in learning. These findings support the view that peers can act as an effective source of learning in the school environment.

Furthermore, the instrumental support aspect obtained the highest percentage, which was 86%, and was in the very high category. These results show that real help from peers, such as group study, helping with assignments, and preparing for exams, is greatly benefited by students. This instrumental support makes it easier for students to complete academic tasks and encourages the formation of positive cooperation in the learning process. The high percentage in this aspect shows that collaborative learning activities are one of the main factors that strengthen students' motivation to learn.

In the aspect of award support (appreciative), a percentage of 84% was obtained with a high category. These findings show that students feel motivated when they receive praise, recognition, or appreciation from peers for their efforts and learning success. This appreciative support plays a role in increasing students' confidence and encouraging them to maintain and even improve their learning achievement.

Meanwhile, the aspect of influence on learning motivation obtained a percentage of 83% with a high category. This shows that overall, the support provided by peers is able to increase students' enthusiasm, perseverance, and desire to excel better. A positive friendship environment encourages students to motivate each other and create a conducive learning culture in the classroom.

Overall, the results of this study reinforce the findings of previous research that stated that peers have an important role in increasing students' motivation to learn. The more positive the interaction and support between peers, the higher the student's motivation to learn. Therefore, a healthy and supportive friendship environment needs to be developed as part of efforts to improve the quality of the learning process in schools.



Figure 1. Student activities in learning

Students appear to be involved in learning activities together, such as discussing and helping each other in completing academic assignments. This condition reflects the role of peers as an important part of the learning environment that is able to support and facilitate the learning process of students naturally. The activities depicted show a tangible form of peer support, especially in the aspects of instrumental and informational support. Students who help their friends understand material or complete assignments show learning cooperation that is oriented towards academic achievement. These findings are in line with the results of a study that showed that instrumental support obtained a very high category, indicating that real help from peers has a strong influence on increasing students' motivation to learn (Yustiana & Nurwahidin, n.d.).

In addition, the interactions built in these activities also illustrate the emotional support that is created indirectly. The learning atmosphere that is familiar, caring for each other, and full of togetherness provides a sense of comfort for students in participating in the learning process. This condition supports

the results of research showing that emotional support from peers is in the high category, where students feel more motivated when they are in a positive and supportive friendship environment (Nur Azizah & Putri Purwaningrum, 2021).

Furthermore, the active involvement of students in learning together shows that peers not only play a role as social companions, but also as a source of motivation to learn. Through mutually supportive interactions, students are encouraged to be more diligent, confident, and passionate in completing academic assignments. This is in line with the results of research showing that the influence of peers on students' learning motivation is in the high category overall.

CONCLUSION

Based on the results of the study and the discussion that has been presented, it can be concluded that peers play an important role in motivating students' learning at Al-Azhar Superior High School Medan. The overall findings indicate that the role of peers in learning motivation is in the high category, with an average percentage of 83%, which reflects the strong contribution of peer interactions in supporting students' enthusiasm and persistence in learning.

Among the measured aspects, instrumental support showed the highest contribution and reached the very high category, indicating that concrete assistance from peers, such as studying together, helping with assignments, and preparing for examinations, is highly beneficial for students. In addition, emotional support, informational support, and appreciative support were also found to be in the high category, demonstrating that encouragement, knowledge sharing, recognition, and positive feedback from peers contribute significantly to creating a supportive learning environment.

Furthermore, the findings reveal that positive peer interactions foster a sense of comfort, confidence, and motivation among students, which in turn encourages active participation and perseverance in academic activities. A learning environment characterized by cooperation and mutual support among peers has proven to be an effective factor in strengthening students' motivation to learn.

In conclusion, this study confirms that the more positive and supportive the peer relationships, the higher the students' learning motivation. Therefore, it is important for schools and educators to facilitate and maintain healthy peer interactions as part of strategies to enhance students' motivation and improve the overall quality of the learning process.

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