The Influence of Peer Social Support on the Learning Motivation of 2nd Semester Students at Al Qolam University

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Abstract

Character and behavior are significantly shaped by one's surroundings. According to numerous studies, a person will benefit from being in a supportive setting. Because of that, a lot of people choose their friends and social circles carefully. This is the basis for the authors to conduct research to show the influence of the friend environment, especially peers. The goal of Al Qolam University's research is to determine whether or not student learning motivation is impacted by the peer environment. Punctuality, discipline, and learning perseverance are the metrics used to assess students' motivation for learning. Active participants in the TBIG study program at Al Qolam University Malang made up the study's population. 32 students made up the total number of samples collected for the study. In order to gather data for this study, questionnaires were distributed as part of the quantitative research approach. Furthermore, the data were processed using SPSS 16. The author's first premise for this study is that Ha should be accepted and H0 should be denied. This indicates that variable y, or student learning motivation, is influenced by variable x, or peer social support. The findings demonstrated that peer social support has a significant impact on learning motivation, with a significance value of 0,834 (p>0,05). It is evident from the study's findings that student learning motivation is influenced by the peer environment.

Key Word: *Peer Social Support, Learning Motivation, Students*

Abstrak

Karakter dan perilaku secara signifikan dibentuk oleh lingkungan seseorang. Menurut berbagai penelitian, seseorang akan mendapat manfaat dari berada di lingkungan yang mendukung. Oleh karena itu, banyak orang memilih teman dan lingkungan sosial dengan hati-hati. Hal tersebut yang menjadi landasan para penulis melakukan penelitian untuk menunjukkan pengaruh dari lingkungan teman, khususnya teman sebaya. Tujuan dari penelitian Universitas Al Qolam adalah untuk mengetahui apakah motivasi belajar mahasiswa dipengaruhi oleh lingkungan teman sebaya atau tidak. Ketepatan waktu, disiplin, dan ketekunan belajar adalah metrik yang digunakan untuk menilai motivasi belajar siswa. Peserta aktif dalam program studi TBIG di Universitas Al Qolam Malang merupakan populasi penelitian ini. Sebanyak 32 mahasiswa merupakan jumlah total sampel yang dikumpulkan untuk penelitian ini. Dalam rangka mengumpulkan data untuk penelitian ini, kuesioner didistribusikan sebagai bagian dari pendekatan penelitian kuantitatif. Selanjutnya, data diolah menggunakan SPSS 16. Premis pertama penulis untuk penelitian ini adalah bahwa Ha harus diterima dan H0 harus ditolak. Hal ini menunjukkan bahwa variabel y, atau motivasi belajar siswa, dipengaruhi oleh variabel x, atau dukungan sosial teman sebaya. Temuan menunjukkan bahwa dukungan sosial teman sebaya memiliki pengaruh yang signifikan terhadap motivasi belajar, dengan nilai signifikansi sebesar 0,834 (p>0,05). Hal ini terbukti dari temuan penelitian bahwa motivasi belajar siswa dipengaruhi oleh lingkungan teman sebaya.

Kata Kunci: *Dukungan Sosial Teman Sebaya, Motivasi Belajar, Siswa*

Introduction

Education is one of the important factors in building quality human resources. Students' learning motivation is one of the crucial aspects that affect their academic achievement. Learning motivation can be influenced by various factors, one of which is social support from peers. Social support from peers is considered important in helping students face various academic and non-academic challenges.

Peers are like the first social environment, where individuals learn to live together and respect others who are not from their family environment. Most students after graduating from high school and will continuing to higher education will be away from their family environment and will be closer to their peers so that with good peer support, individuals will feel more valued and not alienated so that individuals will feel more comfortable if they are around their peers. [1]A less supportive friendship environment not only has an impact on student behaviour but also on student learning outcomes and achievements. A good and supportive friendship environment will naturally bring out the enthusiasm and motivation of students to learn so that it will give good results on student achievement and learning outcomes.[2]

Previous research shows that social support from peers can increase students' motivation to learn. Social support has a strong impact on academic motivation through life happiness and predicts academic engagement.[3] In addition, Peer social support and student learning motivation are significantly positively correlated, according to prior

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[1] Lan Li, Fei Gao, and Shuqing Guo, 'The Effects of Social Messaging on Students' Learning and Intrinsic Motivation in Peer Assessment', *Journal of Computer Assisted Learning*, 36.4 (2020), pp. 439–48, doi:10.1111/jcal.12409.

[2] Ana Raquel Carvalho and Carlos Santos, 'Assessing Teachers and Peer Teacher Students' Perceptions of Their Motivations and Participation Impact in Peer Learning Projects: The Role of Content Analysis Supported by WebQDA', *Advances in Intelligent Systems and Computing*, 1345 AISC (2021), pp. 80–99, doi:10.1007/978-3-030-70187-1_7.

[3] Chunmei Chen, Fei Bian, and Yujie Zhu, 'The Relationship between Social Support and Academic Engagement among University Students: The Chain Mediating Effects of Life Satisfaction and Academic Motivation', *BMC Public Health*, 23.1 (2023), doi:10.1186/s12889-023-17301-3.

research.[4] This statement is supported by other researchers that the peer environment has an impact on students' willingness to learn. [5]

At Al Qolam University, research on the influence of social support from peers on student motivation to learn is still not widely done, especially in semester 2 students. This study aims to fill this void by using quantitative research methods. This approach was selected because it enables researchers to evaluate and examine the influence of peer social support on student learning motivation

This research will make an important contribution to the understanding of the role of peer social support in increasing students' learning motivation. The results of this study are expected to be the basis for the development of programmes or policies that support the improvement of student learning motivation through strengthening peer social support.

1. The Peer Environment

The social context in which people, especially teenagers, engage with their peers is known as the peer environment. The way that a person develops their identity, social standards, and behavior is greatly influenced by their surroundings. Peers can have a beneficial or negative impact on decisions, values, and behaviors, according to research.[6] Peers can be an essential source of social and emotional support for teenagers, assisting them in overcoming developmental obstacles, according study by Raffaelli et al. According to this study, healthy peer interactions can lower the likelihood of harmful behaviors and enhance mental health.

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[4] Fira Stevani Sulva and Dina Sukma, 'The Relationship of Peer Social Support with Student Learning Motivation', *Jurnal Neo Konseling*, 2.3 (2020), doi:10.24036/00314kons2020.

[5] Rizkiyansyah Muhammad Fahrezi and Dian Indriyani, "The Influence of Peer Environment on Learning Motivation of Polytechnic Students STIA LAN Jakarta," *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia* 1, no. 2 (May 3, 2024), https://doi.org/10.47134/ptk.v1i2.365.

[6] Raffaelli, M., Koller, S. H., & Gouveia, V. V, 'Peer Relationships and Adolescent Development: A Multicultural Perspective.', *Journal of Research on Adolescence*, 29.4 (2019), pp. 911–26.

According to research conducted by[7] used a social support scale based on the theory of Cohen & Hoberman (1983) which includes these aspects. That is Emotional, informational, and practical assistance from peers is referred to as peer social support. Indicators that are frequently employed in research include:

1) Emotional Support: Perceiving peer acceptance, love, and value.

2) Instrumental support is concrete help, like assistance with assignments or educational activities.

3) Informational support is the provision of guidance, data, or suggestions that aid in the learning process.

4) Appraisal Support: Criticism or assessment that aids in self-understanding.

2. Learning Motivation

One element that motivates people to participate in the learning process is learning motivation. Pintrich and Schunk (2018) describe learning motivation as "the process that influences the direction, strength, and endurance of learning behavior," which encompasses students' participation in learning activities and their desire to meet academic goals.[8] In addition to external (extrinsic) incentives like rewards and acknowledgment from others, this drive can also originate from inside (intrinsic) variables like personal interests and aspirations.

State by[9] that common research indicators include:

1) Goal orientation is the drive to succeed or become an expert in the subject.

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[7] Musawwir. M Kusnah. O. M, Nurhikmah, " The Effect of Peer Social Support on Self Regulated Learning in Students in Makassar City" (Pengaruh Dukungan Sosial Teman Sebaya Terhadap Self Regulated Learning Pada Mahasiswa Di Kota Makassar), *PSIKOLOGI KARAKTER*, 3.Vol. 3 No. 2 (2023): Jurnal Psikologi Karakter, Desember 2023. DOI: https://doi.org/10.56326/jpk.v3i2.2329 (2023).

[8] D. H. Pintrich, P. R., & Schunk, 'Motivation in Education: Theory, Research, and Applications (4th Ed.)', *Pearson Education.*, 2018.

[9] S A Nugraha and E Darminto, " The Relationship Between Learning Motivation and Peer Social Support with Student Learning Achievement" (Hubungan Antara Motivasi Belajar Dan Dukungan Sosial Teman Sebaya Dengan Prestasi Belajar Peserta Didik), *Jurnal BK UNESA*, 11.4 (2020), pp. 484–90.

2) The degree of active engagement in educational activities is known as task involvement.

3) Learning resilience is the capacity to maintain motivation in the face of adversity.

4) Self-regulation: The capacity to plan and direct one's own educational journey.

The author's first premise for this study is that Ha should be accepted and H0 should be denied. This indicates that variable y, or student learning motivation, is influenced by variable x, or peer social support.

Methods

This study employs a quantitative methodology. In order to conduct research at Al Qolam University Malang, questionnaires were distributed. The scale technique is the kind of research questionnaire that was employed in this investigation. A Likert scale is employed. In this context, the Likert Scale is a tool used to gauge an individual's or a group's attitudes, beliefs, and perceptions on social issues.[10] Data was gathered using a Google Form questionnaire, Using SPSS 16 for Windows, the data analysis method employed descriptive analysis and basic linear regressions.

A. Population

Population is the whole object that is used as research by the author, which will produce a conclusion. The population of this study is active students of TBIG study program class 2024 Al Qolam University Malang.

Table 1. research population

Class	Number (Students)
TBIG 2024	**32**

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[10] Sugiyono, " Quantitative, Qualitative and R&D Research Methods" (*Metode Penelitian Kuantitatif, Kualitatif Dan R&D), Alvabeta. CV*, 2013
<https://www.academia.edu/118903676/Metode_Penelitian_Kuantitatif_Kualitatif_dan_R_and_D_Prof_Sugiono>.

B. Sample

The sample is part of the population selected by the researcher to become the object of research. Research whose results can later represent the predetermined population. The number of the sample in this study were 32 TBIG 2024 students at Al Qolam University Malang.

C. Normality Test

A normality test is a statistical test undertaken to assess whether the data is regularly distributed or not. If the Kolmogorov-Smirnov test for normality yields a value in the asymptotic column that is greater than 0.05, the data is considered normal. Sig (2-tailed).

D. Significance Test

A significance test is conducted to test the research hypothesis. The hypothesis in question is whether the x variable in the study affects the y variable. Basic decision-making to see the hypothesis can be done in two ways, namely:

Based on the t value -

The t value   > The t table value then H0 is rejected and Ha is accepted -

Calculated t value   < Table t value then H0 is accepted and Ha is rejected.

Based on significant value -

Sig value. < 0.05 then H0 is rejected and Ha is accepted -

Sig value. > 0.05 then H0 is accepted and Ha is rejected

E. Simple Linear Regression Test

The degree to which one variable influences other variables is ascertained by performing a simple regression test. The model summary table's "r" square value illustrates the extent of its influence.

Results and Discussion

The study's findings emerged after the authors' application of SPSS version 16 to process the questionnaire data. Three statistical components the normality test, significance test, and simple regression testing were utilized to process the questionnaire data.

F. Normality Test

The purpose of the normality test is to determine whether or not the collected data is normally distributed. The value of Asymp is a prerequisite for a data set to be considered regularly distributed. A sig (2-tailed) value greater than 0.05 is required. The data in this investigation was distributed normally. Since the significant value of 0.834 is greater than 0.05, it can be considered normal. The results of the normalcy test using SPSS version 16 are shown in the following image.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	4.76192043
Most Extreme Differences	Absolute	.110
	Positive	.110
	Negative	-.108
Kolmogorov-Smirnov Z		.622
Asymp. Sig. (2-tailed)		.834

a. Test distribution is Normal.

Figure 1. Normality Test Results

G. Test of Significance

It is crucial to do this test in order to support the hypothesis of the problem being studied, which is the impact of the peer environment on learning motivation. Peer environment's impact on motivation for learning. The theory that taken in one of two ways: either by significance or by the "t" value. The significance value serves as the foundation for the hypothesis in this investigation. A significance test table produced by SPSS version 16 is shown below.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.333	9.062		3.237	.003
	DST	.406	.136	.479	2.987	.006

a. Dependent Variable: MB

Figure 2. Significance Test Result

H. Simple Linear Regression Test

By examining the R Square table in athe Model table, a simple regression test is performed to ascertain the degree to which a variable influences other variables. Variables on other variables by examining the Model Summary table's R Square table while using SPSS version 16 to evaluate regression. The value of in the Model Summary   table The value of R Square is 0,229. The aforementioned statistic indicates that the peer environment has a 22,9%   influence on learning motivation, with other factors accounting for the other 77,1% (learning motivation) is impacted by additional factors. Table 2 displays the regression equation in the Unstandarized B column. This table yields an equation that can be expressed as follows Y = 29,333 + 0,406x. The regression coefficient has a value of 0,406, and the numbers 29, 333 denote constants. This equation leads to the conclusion that student learning motivation for every 3% improvement in the peer environment 40,6% of students are motivated to learn.

Conclusion

The study's findings suggest that student motivation is influenced by their peer environment. Peer environments have an impact on students' motivation to learn. Peer environment brings 22,9% influence on student learning motivation. So, it is important for students to be able to choose friends and a positive environment in order to bring out the motivation to learn that exists in him so that it gives results motivation to learn that exists in him so as to provide maximum results for his learning achievement.

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