Examining the Influence of Peer Relationships on Academic Achievement at Al-Ikhlash Female Islamic Boarding School

Aisyah Imani
Universitas Islam Negeri Siber Syekh Nurjati Cirebon, Indonesia
aisyahimani19@gmail.com

Abstract:
> A peer group is an environment where people of the same age and status interact intensively and regularly. This environment can influence their academic achievement in both positive and negative ways. This also applies to 2nd-grade *Tarbiyatul Mu'allimat al-Islamiyah* (TMI) who often disturb their peers or talk too much during study hours, resulting in decreased concentration and unsatisfactory learning outcomes, with grades still below the passing standard. This article aims to determine how peers influence the learning outcomes of second-grade *Tarbiyatul Mu'allimat al-Islamiyah* (TMI) students at Al-Ikhlash Female Modern Islamic Boarding School. The research method used is quantitative, with a sample of 24 students from a total population of fewer than 30 students. Saturation sampling was used for sample selection, which is more appropriate in cases where the population is relatively small, specifically less than thirty. Data was collected through interviews using questionnaires. The research results show that peer influence is 53.7%, the coefficient of determination indicates an R Square value of 0.537, which indicates an influence of 53.7% between the peer variable (X) and the learning outcome variable (Y).

Keywords: peers, learning outcomes, academic achievement

A. Introduction

Education is a complex phenomenon that is interesting to discuss, especially regarding the goals achieved through the learning process. By providing broad knowledge, education is expected to empower Indonesian society to think creatively, innovatively, and independently in navigating life, as stated in the law. Academic achievement reflects the quality of a country's education. The higher the academic achievement, the better the quality of education, and vice versa. Therefore, optimizing learning outcomes becomes the primary goal in education[1]. Susanto stated that several factors can influence learning outcomes. Students' learning success is affected by various factors, both those originating from within the students themselves and from their family and school environment[2]. In other words, learning success results from the interaction between internal and external factors.

External factors or factors outside of the student are among the factors that impact students' academic achievement, as demonstrated by the explanation above. These external factors include the student's surrounding environment, including their peers. Kusumawati stated that the role of peers in children's development cannot be overlooked. Peers function as agents of socialization who can provide emotional support and shape the child's social identity[3]. In some cases, peer influence can trigger significant changes in a child's behavior, from being timid to becoming brave[4]. Emotional and academic peer support can significantly reduce students' anxiety when facing complex tasks, increasing their learning motivation[5]. From this opinion, it can be concluded that peers play an important role in determining students' behavior. Students' behavior can be seen through their participation in learning activities, which can impact their learning

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[1] Eko Nur Aprilianto, "Pengaruh Motivasi Belajar Dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Siswa Kelas XI IPS SMA Negeri 1 Dawarblandong Mojokerto," *Jurnal Pendidikan Ekonomi (JUPE)* 7, no. 1 (January 9, 2019): 7–11, https://doi.org/10.26740/jupe.v7n1.p7-11.

[2] Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana, 2016).

[3] Rani Kusumawati, Ngatmin Abbas, and Aulia Azizah, "Peran Keluarga Dan Teman Sebaya Dalam Membentuk Identitas Sosial," *JSPH : Jurnal Sosial Politik Humaniora* 1, no. 1 (2024): 24–32, https://doi.org/10.59966/jsph.v1i1.1015.

[4] Umi Salamah and Halimatus Sa'diyah, "The Influence of Family, Peer and Smartphone Environment on Students' Learning Motivation," *Al-Mudarris: Journal Of Education* 7, no. 1 (2024): 38–54.

[5] Sarmin Sarmin, "Konselor Sebaya: Pemberdayaan Teman Sebaya Dalam Sekolah Guna Menanggulangi Pengaruh Negatif Lingkungan," *Briliant: Jurnal Riset Dan Konseptual* 2, no. 1 (2017): 102–12, https://doi.org/10.28926/briliant.v2i1.30.

outcomes. Therefore, schools should create a supportive environment to foster positive peer relationships.

Since entering adolescence, especially when entering junior high school, peer influence has become very dominant. Adolescents tend to spend more time with their peers, both at school and outside of school. This intense interaction meets adolescents' social needs and helps them shape their identity. Even in the Islamic boarding school environment, where learning and worship are the primary focus, the relationships among students are also very close and play an important role in their development[6].

Peers, with their similarity in age and development, significantly influence an individual's character. Kurniawan & Sudrajat found that peers play a crucial role in adolescent development[7]. They act as sources of emotional support, teachers of social skills, and role models for their peers' behavior. Both positive and negative influences, such as peer behavior, significantly impact the formation of adolescents' attitudes. This is also expressed by Khairinal, who states that the peer environment is an intense social interaction space for individuals of the same age group[8]. Through this interaction, individuals can experience significant influences, both in support and pressure.

The role of peers in children's growth and development is highly significant. Social interaction with peers indirectly impacts academic achievement and character development. The quality of peer relationships becomes an important factor in promoting positive development in children[9]. Social interaction among students can have a significant impact on the learning process. Its positive effects

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[6] Resti Yuliana, Sarmidin Sarmidin, and Helbi Akbar, "Pengaruh Pergaulan Teman Sebaya Terhadap Motivasi Belajar Siswa Di MTs Pondok Pesantren Syafa'aturrasul Batu Ampar Beringin Teluk Kuantan," *JOM FTK UNIKS (Jurnal Online Mahasiswa FTK UNIKS)* 1, no. 1 (2019): 127–31, https://ejournal.uniks.ac.id/index.php/JOM/article/view/603.

[7] Yusuf Kurniawan and Ajat Sudrajat, "Peran Teman Sebaya Dalam Pembentukan Karakter Siswa MTs (Madrasah Tsanawiyah)," *SOCIA: Jurnal Ilmu-Ilmu Sosial* 14, no. 2 (2017): 1–12, https://doi.org/10.21831/socia.v14i2.17641.

[8] Khairinal Khairinal, Farida Kohar, and Dina Fitmilina, "Pengaruh Motivasi Belajar, Disiplin Belajar, Dan Lingkungan Teman Sebaya Terhadap Hasil Belajar Ekonomi Siswa Kelas XI IPS SMAN Titian Teras," *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL* 1, no. 2 (2020): 379–87, https://doi.org/10.38035/jmpis.v1i2.276.

[9] Marta Nensi, Aminuyati Aminuyati, and F.Y. Khosmas, "Pengaruh Teman Sebaya Terhadap Hasil Belajar Peserta Didik Di SMP Negeri 19 Pontianak," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 9, no. 10 (2020): 1–8, https://doi.org/10.26418/jppk.v9i10.43146.

include improved collaboration and the exchange of ideas. However, uncontrolled interaction can hinder concentration and disrupt classroom order.

Based on the observation activities, an interesting fact revealed that peers play an important role in fostering cooperation among students, especially in learning. They often form study groups, exchange opinions, memorize together, and provide feedback to each other. On the other hand, the negative impact is that they disturb each other during class hours, which leads to unsatisfactory learning outcomes. This is why many students still have grades below the passing standard. According to an interview conducted by the researcher with the Hadith subject teacher for second grade TMI at Al-Ikhlash Female Modern Islamic Boarding School, there are still santri with below-average grades, with a percentage of 60%. In comparison, 40% have met the average.

One related study by Aprilianto examined the influence of peer environment and motivation on students' academic achievement at SMA Negeri 1 Dawarblandong, Mojokerto[10]. The findings showed that both learning motivation and peer environment had a significant and positive impact on academic achievement, with significance levels of 0.004 and 0.006 respectively. Together, these factors contributed meaningfully to students' academic success.

The following study, conducted by Sabrina Arini, investigated how peer influence and students' self-concept perceptions affect their performance in Social Studies[11]. The results showed that both peers and students' self-concept affect Social Studies learning outcomes. Peers contributed 3.8%, and self-concept contributed 4.9% to improving Social Studies grades. This study also found no strong correlation between peers and students' self-concept, as a low correlation was found between peers and self-concept, indicated by an R value of 0.246. Moreover, the Social Studies learning outcomes showed a positive and significant influence between peers and self-concept, contributing 7.0%.

With similar results, the study by Sholihah aims to determine how peer influence and learning interest affect the biology learning outcomes of 10th-grade students

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[10] Aprilianto, "Pengaruh Motivasi Belajar Dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Siswa Kelas XI IPS SMA Negeri 1 Dawarblandong Mojokerto."

[11] Arini Sabrina, "Pengaruh Teman Sebaya Dan Konsep Diri Terhadap Hasil Belajar IPS Kelas V SD Se-Sarwas II Kemacatan Petarukan Kabupaten Malang" (Undergraduate Thesis, Universitas Negeri Semarang, 2017).

at SMA Plus Bustanululum Puger Jember[12]. The research findings show that most students have a high level of friendship, at 74.4%, and a relatively high level of interest in learning, at 55.8%. However, their academic performance still needs improvement, with a result of 46.5%. Furthermore, this study proves that peer relationships and interest in learning significantly impact students' academic performance in biology.

Based on the literature review, the methodology employed in this study aligns with that of Aprilianto[13], as both utilize a quantitative approach and examine the influence of peer relationships on academic achievement. However, a key distinction lies in the scope of variables. Aprilianto's study incorporates learning motivation as an additional factor, whereas the present study focuses solely on peer influence. Similarly, the study by Sabrina Arini[14] shares a common focus on peer influence and academic achievement. Yet, it also includes self-concept as a contributing variable—an aspect not addressed in this research. In comparison, Sholihah's study also adopts a quantitative method and explores the role of peer influence, but expands the analysis to include students' learning interests[15]. Thus, while these previous studies provide valuable insights, this study contributes by narrowing its focus exclusively to peer influence within the context of academic achievement.

This study aims to determine how their peers influence the learning outcomes of second grade TMI students at Al-Ikhlash Female Modern Islamic Boarding School, Kuningan. The author hopes this study can help improve positive friendships and reduce harmful friendships by providing positive feedback to the students.

B. Research Methods

This study employs a quantitative technique, a scientific method grounded in the analysis of numerical data[16]. The primary data source for the research is second-

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[12] Luluk Rodiatus Sholihah, "Pengaruh Teman Sebaya Dan Minat Belajar Terhadap Hasil Belajar Biologi Siswa Kelas X Di SMA Plus Bustanul Ulum Puger Jember Tahun Ajaran 2022/2023" (Undergraduate Thesis, UIN Kiai Haji Achmad Siddiq Jember, 2023).

[13] Aprilianto, "Pengaruh Motivasi Belajar Dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Siswa Kelas XI IPS SMA Negeri 1 Dawarblandong Mojokerto."

[14] Sabrina, "Pengaruh Teman Sebaya Dan Konsep Diri Terhadap Hasil Belajar IPS Kelas V SD Se-Sarwas II Kemacatan Petarukan Kabupaten Malang."

[15] Sholihah, "Pengaruh Teman Sebaya Dan Minat Belajar Terhadap Hasil Belajar Biologi Siswa Kelas X Di SMA Plus Bustanul Ulum Puger Jember Tahun Ajaran 2022/2023."

[16] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (London: SAGE Publications, 2017).

grade TMI students at Al-Ikhlash Female Modern Islamic Boarding School in Kuningan, West Java. In contrast, secondary data sources include articles, books, and journals. The initial data was gathered by distributing a questionnaire with 25 items. The researcher distributed the questionnaires to 24 students. This questionnaire has 25 questions on a Likert scale, and students were asked to select one of four response choices.

This study's research participants are all second-grade female TMI female students (*santriwati*) at Al-Ikhlash Female Modern Islamic Boarding School in Kuningan. Given the small number of students, only 24, the researcher opted to include all of them in this study. This sampling approach is known as a census. The acquired data will be analysed using correlation and basic linear regression statistical tests in SPSS version 23.

C. Results

To obtain reliable research findings, data collection instruments such as questionnaires must meet two primary criteria: validity and reliability. Validity refers to the extent to which an instrument measures what it is intended to measure. A correlation test is used to test validity by comparing the calculated R-value (R_hitung) with the table R-value (R_tabel). If the calculated value is higher than the predetermined standard value, the questions in the questionnaire are considered valid. Similarly, a reliability test is conducted to determine if the data obtained from an instrument is consistent when measured repeatedly. This test uses Cronbach's Alpha as a benchmark. If the Cronbach's Alpha value is greater than 0.60, it can be concluded that the instrument produces stable and reliable data. In this research, the researcher has presented the validity test using SPSS 23, and the results are as follows.

Table: 1 Validity Test (SPSS)

Peer's Influence				Academic Achievement			
No	r count	r table	Note	No	r count	r table	Note
1	0,725	0,404	Valid	1	0,567	0,404	Valid
2	0,575	0,404	Valid	2	0,592	0,404	Valid
3	0,521	0,404	Valid	3	0,553	0,404	Valid
4	0,588	0,404	Valid	4	0,624	0,404	Valid
5	0,438	0,404	Valid	5	0,484	0,404	Valid
6	0,433	0,404	Valid	6	0,548	0,404	Valid
7	0,506	0,404	Valid	7	0,609	0,404	Valid
8	0,473	0,404	Valid	8	0,481	0,404	Valid
9	0,436	0,404	Valid	9	0,572	0,404	Valid
10	0,737	0,404	Valid	10	0,528	0,404	Valid

	Peer's Influence				Academic Achievement		
11	0,492	0,404	Valid	11	0,439	0,404	Valid
12	0,469	0,404	Valid	12	0,502	0,404	Valid
13	0,737	0,404	Valid	13	0,560	0,404	Valid
14	0,426	0,404	Valid	14	0,507	0,404	Valid
15	0,710	0,404	Valid	15	0,466	0,404	Valid
16	0,452	0,404	Valid	16	0,443	0,404	Valid
17	0,533	0,404	Valid	17	0,577	0,404	Valid
18	0,459	0,404	Valid	18	0,527	0,404	Valid
19	0,517	0,404	Valid	19	0,517	0,404	Valid
20	0,469	0,404	Valid	20	0,425	0,404	Valid
21	0,544	0,404	Valid	21	0,546	0,404	Valid
22	0,599	0,404	Valid	22	0,409	0,404	Valid
23	0,535	0,404	Valid	23	0,608	0,404	Valid
24	0,519	0,404	Valid	24	0,652	0,404	Valid
25	0,458	0,404	Valid	25	0,444	0,404	Valid

An instrument is considered valid if the significance value of the test is less than 0.05 or if the Pearson correlation value is greater than the r-table value. With a significance level of 0.05 and N = 24, the r-table value obtained is 0.404. As shown in the statistical table during the validity test process, all 25-peer influence and learning outcome questionnaire items are valid because their scores are greater than 0.404 (r-table) or the Sig. (2-tailed) value is < 0.05. This means that the questionnaire items used are appropriate for measuring the research variable on the influence of peers on learning outcomes.

After testing the validity of the questions, the researcher proceeded with a reliability test to ensure that the questions remain stable when used by different students studying this subject. Therefore, the researcher conducted a reliability test by analyzing the test items using SPSS as follows:

Table: 2 Peer Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.905	25

The table shows that the reliability test was successful, with a Cronbach's Alpha result 0.905. Therefore, the instrument is considered reliable, with a reliability score greater than 0.6.

Table: 3 Learning Outcomes Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.889	25

The table shows the reliability test was successful, with a Cronbach's Alpha result of 0.889. Thus, this research instrument is considered reliable, with a score greater than 0.6.

After the questionnaire was declared valid and reliable, it was distributed to the students to collect respondent data. Subsequently, a test was conducted to ensure the data met the normality assumption. The researcher applied the Kolmogorov-Smirnov test using SPSS version 23. The decision-making criteria are as follows: if the significance value of the test is greater than 0.05 (sig > 0.05), then the null hypothesis (H0), which states that the data is normally distributed, is accepted. Conversely, the data is considered non-normal if the significance value is below 0.05.

Table: 4 Normality Test (SPSS)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	0.61767850
Most Extreme Differences	Absolute	0.172
	Positive	0.091
	Negative	-0.172
Test Statistic		0.172
Asymp. Sig. (2-tailed)		0.063[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the normality test results using Kolmogorov-Smirnov, the significance value (Sig.) obtained was 0.063 > 0.05. Since this value is greater than the significance level of 0.05, the results indicate insufficient evidence to reject the null hypothesis, which states that the data is normally distributed. Therefore, it can be concluded that the residual values follow a normal distribution. This result allows us to proceed with the analysis by examining the relationship characteristics between the independent and dependent variables. Below are the output results from the homogeneity test:

Table: 5 Linearity Test (SPSS)

			Sum of Squares	df	Mean Square	F	Sig.
		ANOVA Table					
Academic Achievement • Peer	Between Groups	(Combined)	15.542	13	1.196	3.499	0.027
		Linearity	10.183	1	10.183	29.805	0.000
		Deviation from Linearity	5.358	12	0.447	1.307	0.340
	Within Groups		3.417	10	.342		
	Total		18.958	23			

Based on the linearity test, the results of this study show that there is no significant difference. The significance value of the deviation from linearity, which is 0.340, indicates that the linearity assumption is satisfied. Based on the preliminary analysis results indicating a relationship between variables X and Y, the next step is to perform a correlation test to examine the significance and strength of the relationship. The correlation coefficient (r) obtained from this test will provide information about the degree of closeness and the direction of the linear relationship between the two variables.

Table: 6 Correlation Test (SPSS)

Correlations		Peer	Academic Achievement
Peer	Pearson Correlation	1	.733**
	Sig. (2-tailed)		.000
	N	24	24
Academic Achievement	Pearson Correlation	.733**	1
	Sig. (2-tailed)	.000	
	N	24	24
**** Correlation is significant at the 0.01 level (2-tailed).			

Based on the correlation table above, the correlation test results indicate a strong positive correlation between the peer group variable and learning outcomes, with a correlation coefficient 0.733. The correlation coefficient value falls between 0.61 and 0.80, indicating a strong relationship between the two variables. These results support the hypothesis that the influence of peer groups positively contributes to students' academic performance.

After ensuring that the data meet the assumptions of normality, linearity, and correlation, the analysis continued with a linear regression test to determine the extent to which peer influence is a determining factor for learning outcomes[17].

Table: 7 Simple Linear Regression Test

Coefficients[a]					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	69.995	1.993		35.127	.000
	Peer	0.126	0.025	.733	5.053	.000
a. Dependent Variable: Learning Achievement						

Based on the results from the regression equation table, Y = 69.995 + 0.126, the independent variable, peer group, has a positive coefficient, indicating that it positively impacts the learning outcomes.

Based on the statistical test data, the data analysis shows that the hypothesis that the peer group variable (X) influences the learning outcomes variable (Y) is accepted. This is supported by the minimal significance value ($p < 0.05$) and the t-count value, which is much higher than the t-table value (R-count $5.053 >$ R-table 2.074), indicating a strong and significant relationship between the two variables.

Table: 8 F test results (simultaneous test)

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.183	1	10.183	25.530	.000[b]
	Residual	8.775	22	.399		
	Total	18.958	23			
a. Dependent Variable: Learning Achievement						
b. Predictors: (Constant), Peer						

Referring to the simultaneous test data, a significance value of 0.000 was obtained. Since this value is lower than the established significance level (0.05), the null hypothesis (H_0), which states that there is no influence of peer interaction on learning achievement, is rejected. On the other hand, the alternative hypothesis (H_a), which supports the presence of an effect, is accepted. It can be concluded from the hypothesis testing results that the peer variable (X) has a statistically significant impact on the learning achievement variable (Y).

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[17] Yuliana, Sarmidin, and Akbar, "Pengaruh Pergaulan Teman Sebaya Terhadap Motivasi Belajar Siswa Di MTs Pondok Pesantren Syafa'aturrasul Batu Ampar Beringin Teluk Kuantan."

Table: 9 Coefficient of Determination

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.733ª	0.537	0.516	0.632

a. Predictors: (Constant), Peer

The analysis of the coefficient of determination shows that the peer group variable (X) contributes 53.7% to the learning outcomes variable (Y) variation. The correlation coefficient (R) 0.537 indicates a moderate positive relationship between the two variables. The remaining 46.3% of the variability in learning outcomes can be explained by other factors outside the scope of this study, such as internal individual factors, family environment, or school factors, which could provide alternative explanations for the results obtained.

D. Discussion

Based on the findings presented, the analysis in Table 6 demonstrates that peer influence has a significant effect on students' academic achievement. This is evidenced by a very low significance value (0.000) and a high correlation coefficient (r = 0.733), indicating a strong positive relationship between peer influence and learning outcomes. The calculated t-value of 0.733 exceeds the critical values at both the 5% (0.404) and 1% (0.515) significance levels, further supporting the statistical significance of the results. According to the Pearson correlation scale, a coefficient between 0.61 and 0.80 suggests a strong positive correlation, which implies that improved peer interactions are associated with better academic performance.

These findings are consistent with Nensi's study[18], which also identified a positive impact of peer relationships on academic achievement, reinforcing the idea that peer quality is a reliable predictor of student success. Furthermore, the results align with the research by Al Khumaero and Arief[19], who found that peer interaction significantly influences learning outcomes, with a significance value of 0.008 (p < 0.05). Their study emphasized that positive peer relationships in the

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[18] Nensi, Aminuyati, and Khosmas, "Pengaruh Teman Sebaya Terhadap Hasil Belajar Peserta Didik Di SMP Negeri 19 Pontianak."

[19] Lathifah Al Khumaero and Sandy Arief, "Pengaruh Gaya Mengajar Guru, Disiplin Belajar, Dan Teman Sebaya Terhadap Prestasi Belajar," *Economic Education Analysis Journal* 6, no. 3 (2017): 698–710, https://journal.unnes.ac.id/sju/eeaj/article/view/20281.

school environment can enhance students' comfort in learning and provide social support, thereby motivating them to perform better academically.

However, the findings of this study differ from those of Muhammad Aziz[20], whose research indicated a weak correlation between peer study groups and academic performance. Aziz's study found that only 7.4% of student achievement could be attributed to peer group interactions, suggesting that internal factors and individual characteristics played a more dominant role in influencing academic outcomes.

The results of the linear regression analysis presented in Table 7 reveal a statistically significant relationship between peer influence and the academic performance of second-grade TMI students at Al-Ikhlash Female Modern Islamic Boarding School. The significance value of 0.000 confirms the strength of this relationship at the 5% significance level ($p < 0.05$). Moreover, the coefficient of determination (R^2) of 0.537 indicates that approximately 53.7% of the variance in students' academic outcomes can be explained by the peer influence variable.

These findings are in line with the research conducted by Sidiq[21], who highlighted the notable role of peer interactions in shaping mathematics achievement, reporting a contribution rate of 11.7%. Similarly, Arista's study supports the hypothesis that peer relationships substantially impact student learning, with a reported contribution of 73.68%. These results underscore the importance of the social environment among peers in influencing students' attitudes, motivation, and drive to enhance academic performance[22].

Conversely, the findings of this study diverge from those of Lestari, whose research found no significant impact of peer influence on students' GPA, as indicated by a significance value of 0.895 ($p > 0.05$). This contrast suggests that the effect of peer relationships may vary depending on context, measurement variables, and the academic indicators being assessed.

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[20] Muhamad Abdul Aziz, Ewo Tarmedi, and Sunarto H Untung, "Hubungan Antara Kelompok Teman Sebaya Dengan Prestasi Belajar Siswa SMKN," *Journal of Mechanical Engineering Education* 2, no. 2 (2016): 233–38, https://doi.org/10.17509/jmee.v2i2.1484.

[21] Imam Al Qadr Sidiq, "Pengaruh Pergaulan Teman Sebaya Terhadap Prestasi Belajar Matematika Kelas V Sekolah Dasar Gugus Gajah Mada Kecamata Tanon Kabupaten Sragen" (Undergraduate Thesis, Universitas Negeri Yogyakarta, 2016).

[22] Ita Dwi Arista, "Pengaruh Disiplin Belajar Dan Teman Sebaya Terhadap Hasil Belajar Pada Mata Pelajaran Ekonomi Siswa Kelas XI IPS Di SMA Negeri 1 Kedamean Gresik," *Jurnal Pendidikan Ekonomi (JUPE)* 6, no. 3 (2018): 302–9, https://doi.org/10.26740/jupe.v6n3.p%25p.

E.   Concluding Remarks

The peer environment is a social group with similar characteristics, age, and social status. Through intensive and ongoing interactions within this group, individuals can experience significant influences, positive support and negative pressure. The significance value obtained is 0.000, which is smaller than the significance level of 0.05. Therefore, data analysis indicates a correlation between the peer environment and learning achievement, as evidenced by the calculated t-value of 0.733, greater than the t-table value at the 5% significance level (0.404) and the 1% significance level (0.515). The correlation value is 0.733, indicating a strong relationship between peers and learning outcomes. This suggests that the relationship between peers and learning outcomes falls under the category of a strong correlation, as the Pearson correlation value ranges from 0.61 to 0.80. The impact of the improvement is reflected in the coefficient of determination (R Square) of 0.537, indicating that peers influence 53.7% of achievement. The remaining 46.3% of the variance in learning outcomes can be explained by other variables not focused on in this study. The correlation coefficient analysis shows a positive linear relationship between the peer environment and student learning outcomes. This suggests that improving the quality of the peer environment will significantly enhance students' learning achievements.

This article has several weaknesses that need to be addressed. This study focuses only on external factors, one of which is peers. At the same time, many other elements influence student academic achievement, especially within the external factors themselves, such as teaching quality, teacher support, and family support. Internal factors such as learning motivation, perseverance, attitude, study habits, and discipline are essential considerations. The small sample size and lack of variation in respondent characteristics may limit the accurate representation of a larger group. The limitations of the researcher and the short time frame may also influence the conclusions drawn in this study. The researcher acknowledges the limitations in their abilities and knowledge. Future researchers are encouraged to conduct deeper studies and refine the analysis of factors that influence students' learning outcomes.

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Aisyah Imani