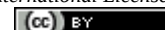


# The Influence of Peers on Learning Motivation Class X Hospitality Student at SMK N 9 Padang

Cerly Kisyan Dewi<sup>1\*</sup>, Linda Fitria<sup>2</sup>, and Menrisal<sup>3</sup>

<sup>1,2,3</sup> Universitas Putra Indonesia YPTK Padang

Journal of Research and Investigation in Education is licensed under a Creative Commons 4.0 International License.



## ARTICLE HISTORY

Received: 13 June 23  
Final Revision: 16 January 24  
Accepted: 18 January 24  
Online Publication: 30 April 24

## KEYWORDS

Peers, Learning Motivation, Hospitality, Maturity, Learning Achievement.

## KATA KUNCI

Teman Sebaya, Motivasi Belajar, Perhotelan, Pendewasaan, Hasil Belajar.

## CORRESPONDING AUTHOR

[serliputri464@gmail.com](mailto:serliputri464@gmail.com)

## DOI

10.37034/residu.v2i1.159

## ABSTRACT

This study aims to determine the influence of peers on learning motivation of students in class X Hospitality SMK 9 Padang Semester Even in the 2021/2022 academic year. This type of research is descriptive quantitative correlational research with a population of 204 respondents, and the sample is taken using the proportional random sampling method so that the sample obtained is 135 respondents. The instrument used in this research is a questionnaire compiled according to the Likert Scale model. The type of data in this study is primary data obtained from SMK N 9 Padang. The analytical tools used are Microsoft Excel 2010 and SPSS version 20. Based on the research that has been carried out with the results of the calculated hypothesis, the *r*count value is 0.222 while the *r*table value is 0.169 because the *r*count value is greater than the *r*table value ( $0.222 > 0.169$ ) it can be concluded that "at the same time is the answer to the research objective, namely that there is a "positive and significant influence between peers on the learning motivation of class X students Hospitality SMK N 9 Padang.

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui Pengaruh Teman Sebaya Terhadap motivasi Belajar Siswa Kelas X Perhotelan SMK 9 Padang Semester Genap Tahun Ajar 2021/2022. Jenis penelitian ini adalah penelitian deskriptif kuantitatif korelasional dengan jumlah populasi 204 responden, dan sampel diambil dengan menggunakan metode *proposional random sampling* sehingga sampel yang diperoleh adalah 135 responden. Instrumen yang digunakan dalam penelitian ini adalah Angket yang disusun menurut model Skala Likert. Tipe data dalam penelitian ini adalah data primer yang didapatkan dari SMK N 9 Padang. Alat analisa yang digunakan adalah Microsoft Excel 2010 dan SPSS versi 20. Berdasarkan penelitian yang telah dilaksanakan dengan hasil hitungan hipotesis, maka nilai *r*hitung yaitu sebesar 0,222, sedangkan nilai *r*tabel yaitu 0,169 karena nilai *r*hitung lebih besar dari nilai *r*tabel ( $0,222 > 0,169$ ). Maka dapat ditarik kesimpulan yang sekaligus merupakan jawaban dari tujuan penelitian yaitu terdapat pengaruh yang positif dan signifikan antara teman sebaya terhadap motivasi belajar siswa kelas X Perhotelan SMK N 9 Padang.

## 1. Introduction

Peers are children with more or less the same level of maturity or age [1]. One of the most important functions of peer groups is to provide sources of information and comparisons about the world outside the family [2]. Through peer groups children receive feedback from their friends about their abilities [3]. Children judge what they do, whether he is better than his friends, the same, or worse than what other children do. This will be difficult to do in a family because siblings are usually older or younger (not the same age) [4].

Motivation in learning can be seen from the results achieved by students, because learning achievement is the result that has been done [5]. The overall driving force in students that causes learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the desired goals by the learning subject can be achieved [6]. The influence of peers as a form of "getting support" has an

important meaning for "motivating student learning to become better and achieve better" [7], [8].

Learning motivation can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals [9]. While the extrinsic factors are awards, a conducive learning environment, and interesting learning activities [10]. Motivation is an element that cannot be left behind to support children's learning achievement [11]. The enthusiasm for learning can help someone in solving learning problems, because it cannot be denied that peers have a very important role in the lives of students at school, both in motivating learning and in other things, even in negative things.

Based on the problems above, it is known that peer influence has many things, including making students affected in negative things if there is no support from their peers. In addition, in the formation of adolescence, they will be faced with the problems of association with

their peers, and will be faced with the formation of personality in the social environment, namely the formation of attitudes, behavior and social behavior that allows deviant behavior to occur at school [12].

The phenomenon that the researchers found in the observation at SMK N 9 Padang, that some groups had a good influence, where they always gathered and studied together in groups, carried out joint learning activities, made joint assignments, read in the shared library, so that motivation in The learning of the students of SMK N 9 Padang is very good and the personality formation is very good, but some also have a bad effect such as lazy in learning and lazy in making assignments, therefore researchers are interested in conducting research on the phenomenon the. Based on the description above, researchers are encouraged to research further on "The Influence of Peer Friends on Learning Motivation of Class X Students Hospital at SMK N 9 Padang Even Semester Teaching 2022.

## 2. Research Method

This research is an activity that is conducted in a planned and systematic way to get problem-solving answers to certain phenomena this research has determined, so this type of research is correlational quantitative descriptive research. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know [13]. Correlational is a research method that looks at how big the relationship is between one and the other [14]. Therefore, this research focuses on revealing the relationship between peers and students' learning motivation in class X Hospitality at SMK N 9 Padang, Even Semester of the Year Academic 2021/2022.

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are applied by researchers to be studied and then conclusions are drawn [15]. The population in this study were students of class X SMK N 9 Padang. There are in total six class which have number of stundents recorded on Table 1.

Table 1. Total population of class X SMK N 9 Padang

| Class           | Number of Students |
|-----------------|--------------------|
| X Hospitality 1 | 33                 |
| X Hospitality 2 | 33                 |
| X Hospitality 3 | 36                 |
| X Hospitality 4 | 35                 |
| X Hospitality 5 | 35                 |
| X Hospitality 6 | 35                 |
| Total           | 204                |

We are taking members "samples from a population that is done randomly" without paying attention to the strata that exist in the population [15]. If the subject is less than one hundred, it is better to take all of them so that the research is a population. However, if the number of subjects is large, it can be taken between 10-15%" or 15-25% or more [16]. This opinion is appropriate according other studies where a proper sample size in the study is

"between 30 to 500 [15]. Based on the explanation above, this study uses a random sampling technique (proportional random sampling), which is a direct sampling technique that is carried out on each sampling unit which is the smallest part to determine the sample size, for that the Taro Yamane formula is used on Equation (1).

$$n = \frac{N}{N.d^2+1} \quad (1)$$

Where  $n$  is number of samples,  $N$  is total population,  $d^2$  is set precision where  $d^2 = 5\%$ . After inputing the data, the equation will be processed on on Equation (2).

$$n = \frac{204}{204.0.0025+1} = \frac{204}{1.51} = 135.09 = 135 \quad (2)$$

Based on the data processing above, the number of samples obtained is 135 students, then the proportion of each sample is carried out using the formula from certain studies as follows on Equation (3).

$$n_i = \frac{N_i}{N} \times n \quad (3)$$

Where  $n_i$  is number of samples by stratum,  $n$  is total number of samples,  $N_i$  is total population by stratum an  $N$  is total population. This equation will be applied to all class X SMK N 9 Padang which resulting in sample student needed. the number of samples obtained is 135 students who will be used as samples in this study. This result can be viewed on Table 2.

Table 2. Number of Samples

| Department      | Number of Student | Sample Students |
|-----------------|-------------------|-----------------|
| X Hospitality 1 | 33                | 21              |
| X Hospitality 2 | 33                | 21              |
| X Hospitality 3 | 36                | 24              |
| X Hospitality 4 | 35                | 23              |
| X Hospitality 5 | 35                | 23              |
| X Hospitality 6 | 35                | 23              |
| Total           | 204               | 135             |

The research instrument is a tool that is used to measure natural and social phenomena that are observed [15]. To collect data on empathy and prosocial behavior, the researcher used a questionnaire instrument in its implementation. Questionnaire is a non-test instrument that contains written statements that must be filled out by the respondent related to the research object. The questionnaire (questionnaire) given to class X students taken as a sample is useful for peers (X) and motivation to learn (Y) using a questionnaire compiled according to a Likert Scale model. The Likert scale is used to measure a person's attitudes, opinions and perceptions about social phenomena [15].

The trial was conducted to check the validity of both content and construct validity and reliability, so that the questionnaire qualifies for use. The basis for decision making to see the validity of the statement item is if rcount is greater than rtable, then the statement item is said to be valid. If rcount is smaller than rtable, then the statement item is said to be invalid. An instrument is said to be valid if the instrument is able to measure what it is

intended to measure. Measurement of item validity includes content validity and construct validity which can be seen on Equation (4).

$$r_{count} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \quad (4)$$

Where  $r_{count}$  is correlation coefficient of one item with total item.  $n$  is number of respondents.  $X$  is total item score,  $Y$  is total score of all items and  $XY$  is the sum of the scores times the score  $X$  by the score  $Y$ .

Reliability measurement aims to determine the high reliability of the instrument after the trial. Reliability is an instrument that can be trusted to be used as a data collection tool because the instrument is already valid [16]. Testing the reliability of the instrument is calculated using the formula for the missing reliability coefficient as follows on Equation (5) [17].

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i^2}{S_t^2} \right) \quad (5)$$

Where  $r_{11}$  is reliability Value.  $k$  is number of items,  $S_i$  is total score variance of each item and  $S_t$  is total variance. This equation will be applied to get Reliability statistic which is shown by Table 3.

Table.3 Reliability statistics

| Variable                | Cronbach's Alpha | N of Item |
|-------------------------|------------------|-----------|
| Friends of the same age | .418             | 24        |
| Motivation study        | .503             | 17        |

Based on the table above, peers have reliability 0.418 while learning motivation is 0.503, then it can be concluded that the variable peer and learning motivation variables have high reliability.

In this study, the researcher used an instrument in the form of a questionnaire, the questionnaire was addressed to class X Hospitality students at SMK Negeri 9 Padang. Meanwhile, the meaning of observation is that a questionnaire is a data measurement tool by providing question items and written statements to respondents, and respondents answering them [15]. So, the questionnaire is a list of statements and questions given to respondents. Before distributing the questionnaire to respondents previously the researcher must explain clearly how the steps in filling out the questionnaire well and correctly.

The study used data analysis using Microsoft Excel 2010 and SPSS 20 (Statistical Program for Social Science). The data analysis technique used is percentage to reveal the aspects studied.

### 3. Result and Discussion

This study aims to determine the relationship between peers and the learning motivation of Class X students event semester hospitality at SMK Negeri 9 Padang Academic Year 2021/2022. Data were obtained by distributing a questionnaire of 41 items consisting of 24 items for peers (X), 17 items for learning motivation

(Y), distributed to 135 respondents as a sample obtained from a population of 204 students, sample which used a random sampling technique (proportional random sampling), using the Taro Yumane formula. The data description is carried out to describe each variable which includes the amount of data, mean, standard deviation, minimum value of, maximum value. In the following table, the basic statistical calculations for each variable are shown on Table 4.

Table 4. Descriptive Statistics of peers

| Statistic          | Questionnaire friend's peers |
|--------------------|------------------------------|
| Mean               | 66                           |
| Median             | 65                           |
| Mode               | 64                           |
| Standard Deviation | 6                            |
| Sample Variance    | 31                           |
| Range              | 29                           |
| Minimum            | 51                           |
| Maximum            | 81                           |
| Sum                | 8919                         |

Based on the statistical calculations in Table 4, it can be seen that the peer variable has 135 respondents (N), mean 66, median 65, mode 64, standard deviation 6, variance 31, range 29, minimum value 52, maximum value 81, and sum 8919. As for the statistical data on learning motivation can be seen on Table 5.

Table 5. Descriptive Statistics of learning motivation

| Statistic          | Questionnaire motivation study |
|--------------------|--------------------------------|
| Mean               | 46                             |
| Median             | 46                             |
| Mode               | 46                             |
| Standard Deviation | 5                              |
| Sample Variance    | 24                             |
| Range              | 28                             |
| Minimum            | 31                             |
| Maximum            | 59                             |
| Sum                | 6267                           |

Based on the statistical calculations in Table 5, it can be seen that the learning motivation variable has 135 respondents (N), mean 46, median 46, mode 46, standard deviation 5, variance 24, range 28, minimum value 31, value maximum 59, and sum 6267. The normality test is used to determine whether the data population is normally distributed or not by seeing whether the data is distributed  $a > 0.05$ . The result can be seen on Table 6.

Table 6. Data Normality Test

|                                  |                | UR         |
|----------------------------------|----------------|------------|
| N                                |                | 135        |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000   |
|                                  | Std. Deviation | 4.82133142 |
| Most Extreme Differences         | Absolute       | .068       |
|                                  | Positive       | .042       |
|                                  | Negative       | -.068      |
| Kolmogorov-Smirnov Z             |                | .793       |
| Asymp. Sig. (2-tailed)           |                | .556       |

Where UR is unstandardized residual. Based on the results of the normality test above, it is known that the significance value is  $0.793 > 0.05$ . So, it can be

concluded that the residual values of the two variables are normally distributed. The following is the result of linearity test between peers with learning motivation on Table 7.

Table 7. Data Linearity Test

| Variable     | SoS      | Df  | MS      | F     | Sig. |
|--------------|----------|-----|---------|-------|------|
| Combined     | 480.445  | 26  | 18.479  | .714  | .838 |
| BG Linearity | 162.072  | 1   | 162.072 | 6.259 | .014 |
| DfL          | 318.374  | 25  | 12.735  | .492  | .978 |
| WG           | 2796.488 | 108 | 25.893  |       |      |

Where BG is peers learning motivation between groups and WG is within groups. SoS is sum of squares and MS is mean square. DfL is deviation from linearity.

Based on the results of the linearity test between peers and learning motivation, it is known that the significance value of deviation from linearity is  $0.978 > 0.05$ , it can be interpreted that there is a linear relationship between peers and learning motivation. The results of the hypothesis test are intended to determine the influence of peers on the learning motivation of students at SMK N 9 Padang. The correlation between variables X and Y variables can be seen in the following Table 8.

Table 8. The influence of peers on the motivation of student learning at SMK N 9 Padang

|      |                 | Peer | LM   |
|------|-----------------|------|------|
| Peer | PC              | 1    | .222 |
|      | Sig. (2-tailed) |      | .010 |
|      | N               | 135  | 135  |
| LM   | PC              | .222 | 1    |
|      | Sig. (2-tailed) | .010 |      |
|      | N               | 135  | 135  |

Where LM is learning motivation. PC is Pearson correlation. Based on the Table 8, it can be seen that the value of the correlation coefficient between the variables peers and learning motivation is 0.222 with a significance level of 0.000 compared to probability of 0.05 then  $0.000 < 0.05$ . With using a comparison of rtable and rcount at the interest level of 5% when viewed by comparing rcount and rtable with the value of rtable (df=N-2, df=135-2=133). So, the obtained rtable on the degree is 0.169 it can be said  $rcount\ 0.222 > rtable\ 0.169$ , then it can be concluded that the hypothesis is accepted, meaning there is a significant correlation between peers and the learning motivation of SMKN 9 Padang students.

Based on the results of research analysis on the calculation of peer correlation with learning motivation, it can be said that there is a positive and significant relationship between variables X and Y. It can be said that the relationship in this study is said to be positive and significant between peers and learning motivation of SMK N 9 Padang students. It is stated that the hypothesis is accepted.

In this section, a discussion will be presented based on the analysis, based on the results of the calculation of the hypothesis above, the value of rcount is obtained. It can be said that the rtable in degrees is 0.169. It can be said

that  $rcount\ 0.222 > rtable\ 0.169$ , so it can be concluded that the hypothesis is accepted, meaning that there is a significant correlation. Significant relationship between peers with student motivation of SMKN 9 Padang

In the big Indonesian dictionary, peer-to-peer is defined as a friend, friend or person who works together or does something. Peer friends are children whose age and maturity level are more or less the same, Peers are children who have the same age and level of development [18]. Some of the definitions of peers above can be concluded that peers are interactions with children of the same age level and have a relatively high level of intimacy among their groups. One of the "most important functions of peer groups is to "provide a source of information and comparisons" about the world outside the family. Through peer groups, adolescents receive feedback from their friends about their abilities. Teenager judge what they do, is he better than his same friends, or worse than what other teens do.

#### 4. Conclusion

Based on the research that has been carried out with the results of hypothetical calculations, the rcount value is 0.222 while the rtable value is 0.169. This is because the rcount value is greater than the rtable value ( $0.222 > 0.169$ ). It can be concluded that at the same time is the answer to the research objective, namely there is a positive and significant influence between peers on learning motivation of class X Hospitality SMK N 9 Padang.

#### References

- [1] Smith, A. L., & McDonough, M. H. (2008). Peers. In A. L. Smith & S. J. H. Biddle (Eds.), *Youth physical activity and sedentary behavior: Challenges and solutions* (pp. 295–320). Human Kinetics. <https://doi.org/10.5040/9781492595601.ch-012>
- [2] Lynch, M., & Cicchetti, D. (1997). Children's relationships with adults and peers: An examination of elementary and junior high school students. *Journal of School Psychology*, 35(1), 81-99. [https://doi.org/10.1016/S0022-4405\(96\)00031-3](https://doi.org/10.1016/S0022-4405(96)00031-3)
- [3] Howe, C. (2009). *Peer groups and children's development*. John Wiley & Sons.
- [4] Santrock, J. W. (2004). *Life Span Development: Perkembangan Masa Hidup Jilid I*. Jakarta: Penerbit Erlangga.
- [5] Junita, D., Suarman, S., & Kartikowati, S. (2018). Accomplishment motivation and soft skill related to learning achievement. *Journal of Educational Sciences*, 2(2), 83-89.
- [6] Sudirman, A. M. (2018). *Interaksi dan Motivasi Belajar*. Jakarta: Rajawali Pers.
- [7] Hancock, D. (2004). Cooperative learning and peer orientation effects on motivation and achievement. *The journal of educational research*, 97(3), 159-168. <https://doi.org/10.3200/JOER.97.3.159-168>
- [8] Ladd, G. W., & HERALD, S. L. (2009). Peers and motivation. In *Handbook of motivation at school* (pp. 337-362). Routledge.
- [9] Jovanovic, D., & Matejevic, M. (2014). Relationship between rewards and intrinsic motivation for learning—researches review. *Procedia-Social and Behavioral Sciences*, 149, 456-460. <https://doi.org/10.1016/j.sbspro.2014.08.287>

- [10] Uno, H. B. (2008). *Perencanaan pembelajaran*. Bumi Aksara.
- [11] Alderman, M. K. (2013). *Motivation for achievement: Possibilities for teaching and learning*. Routledge.
- [12] Coyl, D. D., Jones, R. M., & Dick, A. J. (2004). The influence of peer status and peer relationships on school-related behaviors, attitudes, and intentions among alternative high school students. *American secondary education*, 39-62.
- [13] Margono, S. (2005). *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- [14] Supriyanto, A. S. (2010). *Metodologi riset manajemen Sumber daya Manusia*.
- [15] Sugiyono. (2007). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.CV
- [16] Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- [17] Sudijono, A. (2011). *Pengantar evaluasi pendidikan*. Jakarta: Rajawali Pers.
- [18] Santrock, J. W. (2011). *Educational psychology*. McGraw-Hill.