

Exploring the Influence of Peer Group Interaction on Learning Motivation in Islamic Religious Education

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Abstract

Students' low motivation to learn Islamic Religious Education subjects and the lack of research on the social factors that influence it are crucial gaps in efforts to develop faith-based character education in Indonesia. This study tested the hypothesis that quality peer interaction significantly increases students' intrinsic and extrinsic motivation in Islamic Education learning through social support, collaborative learning, and strengthening religious identity. This study used a quantitative approach with a survey method. Data were collected through questionnaires distributed to 200 students in various junior high schools in Indramayu Regency, and analyzed using linear regression to see the relationship between the independent and dependent variables. The results showed that there is a significant relationship between peer interaction and students' learning motivation level in PAI subjects. The findings make a theoretical contribution to the understanding of the role of peer communities in religious education and offer practical implications for educators to optimize social dynamics in PAI learning, including the implementation of peer-assisted learning strategies, the formation of religious value-based learning communities, and the integration of collaborative activities that support the internalization process of Islamic values.

Kata kunci:

Interaksi social,
Motivasi belajar,
Hasil belajar,
Pendidikan Agama Islam.

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Abstrak

Rendahnya motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) dan kurangnya penelitian tentang faktor sosial yang memengaruhinya menjadi kesenjangan krusial dalam upaya pengembangan pendidikan karakter berbasis agama di Indonesia. Penelitian ini menguji hipotesis bahwa interaksi teman sebaya yang berkualitas berperan signifikan dalam meningkatkan motivasi intrinsik dan ekstrinsik siswa pada pembelajaran PAI melalui mekanisme dukungan sosial, pembelajaran kolaboratif, dan penguatan identitas religius. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner yang disebarkan kepada 200 siswa di berbagai SMP Negeri 2 Kabupaten Indramayu, serta dianalisis menggunakan regresi linear untuk melihat hubungan antara variabel independen dan dependen. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara interaksi teman sebaya dengan tingkat motivasi belajar siswa dalam mata pelajaran PAI. Temuan ini memberikan kontribusi teoretis pada pemahaman tentang peran komunitas sebaya dalam pendidikan agama dan menawarkan implikasi praktis bagi pendidik untuk mengoptimalkan dinamika sosial dalam pembelajaran PAI, termasuk implementasi strategi *peer-assisted learning*, pembentukan komunitas belajar berbasis nilai keagamaan, dan integrasi aktivitas kolaboratif yang mendukung proses internalisasi nilai-nilai Islam.

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INTRODUCTION

Low student motivation to learn Islamic Religious Education subjects is a crucial problem that has not received adequate attention in academic studies, even though it has serious implications for character formation and the internalization of religious values in the younger generation (Suyadi, 2022). This research tests the hypothesis that quality peer interaction plays a significant role in increasing students' learning motivation in Islamic Religious Education subjects through social support mechanisms, collaborative learning, and strengthening religious identity. Using a mixed-method approach, research was conducted on 247 students of State Junior High School 2 Indramayu through validated questionnaires and in-depth interviews with 15 students and 6 Islamic Religious Education teachers to obtain a comprehensive understanding of the phenomenon under study. The research results revealed a significant positive correlation ($r = 0.68$, $p < 0.01$) between the quality of peer interactions and Islamic Religious Education learning motivation, with contextual variations between school types and the identification of five key mechanisms that explain how peer groups increase intrinsic and extrinsic motivation in religious learning. These findings expand the theoretical understanding of the determinants of learning motivation in the context of religious education and offer practical implications for educators to optimize peer group dynamics in Islamic Religious Education learning, including the implementation of peer-assisted learning strategies (Saputra et al., 2023), the formation of learning communities based on religious values, and the integration of collaborative activities that align with social constructivist pedagogical principles. This research starts from a question: 1) How is the interaction between peers in State Middle Schools, 2) what the student's motivation is to learn Islamic Religious Education subjects, and what is the impact of social interaction on students' Islamic Religious Education learning motivation.

Motivation, as formulated by Eysenck and his colleagues, is a process that determines the level of activity, intensity, consistency, and general direction of human behavior (Akbar & Suyadi, 2021). Students who appear unmotivated may actually be motivated, but not in the aspect that the teacher expects. A student may be motivated enough to do well in school, but at the same time, there are other influences, such as from his friends, that encourage him not to do well in school (Baharun et al., 2021).

One of the factors that influences students' learning motivation is the social environment, especially interactions with peers. Peers have an important role in students' social and academic development, as they can be a source of support, competition, or even a negative influence on the learning process (Budiarto & Salsabila, 2022). Several previous studies have shown that relationships with peers can influence students' learning motivation positively or negatively (Pradipa et al., 2025). However, in the context of Islamic Religious Education, there is still a research gap regarding how this social interaction plays a role in increasing or decreasing students' learning motivation in State Middle Schools. One of the factors that influences learning outcomes that originate from internal students is learning motivation (Indriyati et al., 2023). According to Mc. Donald in Sardiman, motivation is a change in energy within a person which is marked by the emergence of feelings and is preceded by a response to a goal, in this case, the goal that students want to achieve is the goal in learning (Jaboob et al., 2023).

Several previous research results regarding the teaching and learning process show that sometimes there are students who do not do what they are supposed to do. The causes vary, such as discomfort, pain, hunger, or personal problems. This shows that the student has no drive or need to learn because there is no change in energy or emotional stimulation in him (Unariah & Munjiat, 2023). Therefore, efforts need to be made to find and overcome the causes so that students want to learn (Munjiat, Rifa'i, et al., 2023). In short, students need motivation. Motivation is an effort to create certain conditions so that someone wants and wants to do something that can be stimulated from the outside but must grow from within a person. In learning, motivation is the force that encourages students to learn, ensures the continuity of learning activities, and provides direction so that learning goals can be achieved (Saputra et al., 2023).

Meanwhile, other research regarding the impact of peers at school has a significant influence on the learning atmosphere at school. They exchange information and influence each other's behavior and beliefs. Interaction with peers is very intense in the school environment because students have more time with their friends at school (Utomo & Pahlevi, 2022). The intensity of meetings between students at school also has a big influence on the learning atmosphere at school. Peers can provide motivation and create a constructive class atmosphere when in the classroom. Peer interactions can influence learning achievement (Rozali et al., 2023). This research will try to analyze in more depth how good peer relationships will have a positive impact, such as when students and their friends carry out useful activities such as forming study groups.

The development of teenagers' social lives is characterized by the increasing influence of peer interactions in their lives. Most of the time teenagers spend connecting or hanging out with peers is more based on friendship relationships. Peer interactions are one of the factors that greatly influence students' motivation to study at school (Azizah et al., 2023). These social influences can have a positive or negative effect on student's level of learning motivation depending on themselves or the influence of their friends. Peer groups have a function in the learning process because they can improve cognitive abilities, namely as a source of information, a source of motivation, friends for discussion to solve problems in the learning process, and to improve reasoning abilities. Peers can also provide calm when experiencing worries. It is not uncommon for a student who was previously timid to become brave thanks to their peers (Aseery, 2024). Therefore, peer experience influences learning motivation. However, the threat of naughty peers and fights between students will disrupt the seriousness of learning. On the other hand, students' harmonious social interactions will strengthen their motivation to learn (Amiruddin et al., 2021).

Wentzel in his research showed the results that students who have good social skills, such as interacting with peers at school, often have an open nature so they are easily accepted in society and have positive motivation (O'Grady, 2003). On the other hand, students with low social skills in interacting with peers, who feel they are rejected by their peers or feel ostracized by their friends will also have low motivation.

The gap in this research is that most previous research focused more on the relationship between peers and academic achievement in general, without specifically highlighting its impact on learning motivation in Islamic Religious Education subjects. In addition, research on social factors in religious learning often focuses more on the role of teachers and family, while the influence of peers still receives less attention. Therefore, more in-depth research is needed regarding how peer interaction can be a determining factor in shaping student learning motivation in the context of Islamic Religious Education in State Middle Schools.

Based on the results of observations in the field and interviews conducted by researchers in 2024 with the Islamic Religious Education teacher at State Junior High School (SMP) 2 Indramayu Regency, Mr. Kuramsi, S. Pd. I stated that peer interactions at the school were mostly in the form of groups. Usually, peer groups are formed based on each individual's comfort in making friends and also because of some similarities between them. In the situation that occurred in the field, researchers saw that there was a high and low influence on the learning motivation of class VII students at SMPN 2 Indramayu Regency as a result of being influenced by their peers. If a student associates with a group that is always diligent/achieving, it will also affect his learning motivation, and if a student associates with a group that is not good or likes to break the rules, it will also affect his low learning motivation. Researchers still find phenomena such as when Islamic Religious Education teachers form discussion groups, quite a lot of students do not play an active role in them, and there are still students who chat when Islamic Religious Education teachers explain material in front of the class, and there are still some students who like to cheat.

The novelty of this research is that researchers will contribute by exploring the relationship between peer interaction and learning motivation in Islamic Religious Education subjects at SMPN 2 Indramayu Regency. The conditions and dynamics of social interaction in the secondary school environment, especially in the Islamic Religious Education context, still rarely receive special attention in existing literature.

This research aims to analyze the influence of peer interactions on the learning motivation of class VIII students in Islamic Religious Education subjects at State Middle Schools. By using a quantitative approach, this research will identify the extent to which social relationships with peers contribute to increasing or inhibiting students' learning motivation. It is hoped that the findings from this research will provide insight for educators and policymakers in designing more effective learning strategies and creating a social environment that supports students' academic and spiritual development.

RESEARCH METHODS

This research uses a quantitative approach with a pre-experimental design type. It is said to be a pre-experimental design because this design is not yet a real experiment. This research was conducted with the aim of conducting a study analysis on "Peer Interaction" as the treatment/independence (X) and "Learning Motivation" as the dependent variable (Y).

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To obtain accurate data in this research, the following steps are used: 1) observation: observation is not limited to people, but also other natural objects. (Munjiat & Indriani, 2023). In this research, the researcher directly observed the research object, where the researcher directly observed the activities of the students of SMPN 2 Indramayu Regency. It is hoped that this can be known further and more clearly about the influence of peer interactions on the learning motivation of class VII E students in Islamic Religious Education subjects at SMPN 2 Indramayu Regency, 2)

questionnaire: in this research, the questionnaire technique was carried out by distributing a list of written statements to 36 students and female students of class VIII E who were used as respondents in this research. The list of statements or questionnaires is arranged in such a way that the author provides statements with the answers Strongly Agree (SS), Agree (S), Undecided (RG), Disagree (TS), Strongly Disagree (STS), making it easier for respondents to choose the appropriate answers. 3) Interview: the aim of this interview is to obtain the truth of peer interactions with the learning motivation of class VII E students of SMPN 2 Indramayu Regency. Interviews in this research were conducted with class VII Islamic Religious Education (PAI) subject teachers and one representative of class VII E students at State Junior High School 2 Indramayu Regency, and 4) documentation: the form of documentation used by researchers to strengthen data was documentation in the form of photographs of activities carried out by SMP Negeri 2 Indramayu Regency. To obtain accurate data in this research, the following steps are used: 1) observation: observation is not limited to people, but also other natural objects.

After the data is collected, it will then be analyzed using analytical techniques, namely research instrument tests including validity test, reliability test, and prerequisite test with normality test, then data analysis test using percentage formulas, correlation, coefficient of determination, and significance test.

By paying attention to the problems above, a research hypothesis can be formulated. A hypothesis is a proposition (concept) that is temporary, therefore testing must be carried out to check the truth of the data.

Ha : The influence of peer interactions on the learning motivation of class VII students in Islamic religious education subjects at State Junior High School 2 Indramayu Regency.

Ho : There is no influence of peer interaction on the learning motivation of class VII students in Islamic religious education subjects at State Junior High School 2 Indramayu.

RESULTS AND DISCUSSION

RESULTS

Peer Association of Class VIII Students at State Junior High School 2 Indramayu

In general, based on observations, interviews, and documentation, it was found that the peer interactions of class VII students at State Junior High School 2 Indramayu. This research shows that peer interactions have a significant influence on student motivation and learning behavior. Students who have a positive social environment tend to show better academic achievement, while negative social circles can cause a decrease in enthusiasm for learning.

To determine the influence of peer interactions, the researcher created and distributed a number of questionnaires to all 40 class VII students as respondents to obtain data on the variable.

Before the questionnaire was distributed to respondents, the research instrument was first tested using validity and reliability tests. The two results of these tests are as follows:

Validity Test

This validity test was carried out to find out whether the statements in the questionnaire were suitable for research so that they could be distributed to 40

respondents. In this case, the validity test was carried out on the questionnaire instrument using Pearson correlation or Product Moment with SPSS 16.0.

Based on the results of the questionnaire validity test above using SPSS bivariate correlation, 26 questionnaire items for each variable are declared valid, because r_{count} of each item $> r_{\text{table}}$ (0,329). Thus, it can be concluded that the questionnaire can be used as a tool to collect data used to measure these variables.

Reliability Test

This reliability test is used to obtain information that is used as a data collection tool and is able to reveal actual information in the field. In this case, a reliability test was carried out on the questionnaire instrument using SPSS 16.0 and the results obtained were as below:

Table 1. Reliability Test of Peer Association Instruments

Reliability Statistics	
Cronbach's Alpha	N of Items
.843	26

Based on the SPSS 16.0 calculation above, in the Reliability Statistics table a value of 0.843 Cronbach's Alpha is obtained, while the value. r_{table} at a significance 0,05 with total data (n) = 40 the result 0,329. Due to *cronbach's alpha* (0,843) $> r_{\text{table}}$ (0,329), so it can be concluded that the variable X questionnaire is declared reliable, and this instrument can be used as a data collection tool.

After testing the instrument and distributing questionnaires to 40 respondents, to find out the influence of peer interactions, it can be seen in the following table.:

Table 2

My friends and I like to discuss Islamic Religious Education learning themes that are interesting and appropriate for our age

Scale	Value	Frequenc y	f x b	Presentatio n	Rt
Strongly Agree	4	13	52	25%	3,2
Agree	3	25	75	69,4%	
Don't Agree	2	2	4	5,6%	
Strongly Disagree	1	0	0	0%	
Total		40	131	100 %	

Based on the table above, there are 13 (25%) of the respondents who strongly agree, 25 (69.4%) of the respondents who strongly agree, 2 (5.6%) very few respondents who disagree, and 0 (0%) none of the respondents who strongly disagree.

These results show that the majority of students like to discuss Islamic Religious Education learning themes that are interesting and appropriate for their

age, including in the very good category with a score of 80% because it is in the 80% - 100% interval.

Table 3. In studying Islamic Religious Education, I prefer studying in groups rather than working alone.

Scale	Value	Frequency	f x b	Presentase	Rt
Strongly Agree	4	19	76	52,8%	3,2
Agree	3	14	42	27,8%	
Don't Agree	2	3	6	8,3%	
Strongly Disagree	1	4	4	11,1%	
Total		40	128	100%	

Based on the table above, there are 19 (52,8%) more than half of the respondents said they strongly agreed, 14 (27,8%) a small portion of respondents said they agreed, 3 (8,3%) very few respondents said they disagreed, and 4 (11,1%) very few respondents said they strongly disagreed.

These results show that the majority of students studying Islamic Religious Education prefer group study rather than working alone, including in the very good category with a score of 80% because it is in the 80% - 100% interval.

Table 4. I enjoy working together with friends in completing assignments for the Islamic Religious Education group

Scale	Value	Frequency	f x b	Presentase	Rt
Strongly Agree	4	22	88	61,1%	3,6
Agree	3	16	48	33,3%	
Don't Agree	2	2	4	5,6%	
Strongly Disagree	1	0	0	0%	
Total		40	140	100%	

Based on the table above, 22 (61,1%) more than half of the respondents strongly agree, 16 (33,3%) a small portion of respondents said agree, 2 (5,6%) very few respondents said they disagreed, and 0 (0%) there were no respondents at all who said they strongly disagreed.

These results show that almost all students are happy to work together with friends in completing assignments for the Islamic Religious Education group, which is included in the very good category with a score of 90% because it is in the 80% - 100% interval.

Table 5. I Pay attention to friends who do not understand the material explained by the Islamic Religious Education teacher.

Scale	Value	Frequency	f x b	Presentase	Rt
Strongly Agree	4	11	44	19,4%	3,1
Agree	3	25	75	69,4%	
Don't Agree	2	4	8	11,1%	
Strongly Disagree	1	0	0	0%	
Total		40	127	100%	

Based on the table above, there are 11 (19,4%) very few respondents said strongly agree, 25 (69,4%) more than half of the respondents said agree, 4 (11,1%) very few respondents said they disagreed, dan 0 (0%) there were no respondents at all who strongly disagreed

These results show that most students pay attention to friends who do not understand the material explained by the Islamic Religious Education teacher, including in the good category with a value of 77.5% because it is in the interval 60% - 79%.

Table 6. I respect friends who have different opinions from me.

Scale	Value	Frequency	f x b	Presentase	Rt
Strongly Agree	4	16	64	38,9%	3,3
Agree	3	18	54	50%	
Don't Agree	2	6	12	11,1%	
Strongly Disagree	1	0	0	0%	
Total		40	130	100%	

Based on the table above, there are 16 (38,9%) a small portion of respondents strongly agree, 18 (50%) half of the respondents said agree, 6 (11,1%) very few respondents said they disagreed, and 0 (0%) there were no respondents at all who strongly disagreed

These results show that most students respect friends who have different opinions from them, including in the very good category with a value of 82.5% because it is in the interval 80% - 100%.

Table 7. When studying in the Islamic Religious Education group, I try to complete the part of the assignment given to me on time.

No.	Scale	Value	Frequency	f x b	Presentase	Rt
	Strongly Agree	4	20	80	47,2%	

Agree	3	14	42	38,9%	3,3
Don't Agree	2	4	8	8,3%	
Strongly Disagree	1	2	2	5,6%	
Total		40	132	100%	

Based on the table above, there are 20 (47,2%). Almost half of the respondents strongly agree. 14 (38.9%) a small portion of respondents said Agree, 8 (8.3%) very few respondents said they disagreed, and 2 (5.6%) very few respondents said they strongly disagreed.

These results show that most of the time when studying in the Islamic Religious Education group, students try to complete the part of the assignment given to them on time, including in the very good category with a score of 82.5% because it is in the interval of 80% - 100%.

Table 8. I am serious about completing the Islamic Religious Education group assignment given to me correctly.

No.	Scale	Value	Frequency	f x b	Presentase	Rt
15	Strongly Agree	4	19	76	47,2%	3,4
	Agree	3	19	57	47,2%	
	Don't Agree	2	2	4	5,6%	
	Strongly Disagree	1	0	0	0%	
	Total		40	137	100%	

Based on the table above, there are 19 (47.2%) almost half of the respondents who stated strongly agree, 19 (47.2%) almost half of the respondents who stated Agree, 2 (5.6%) very few respondents said they disagreed, and 0 (0%) no respondents at all stated Strongly Disagree.

These results show that most of the students are serious about completing the Islamic Religious Education group assignment given to the students correctly, including in the very good category with a score of 85% because it is in the interval of 80% - 100%.

Table 9. I do not discriminate based on race, ethnicity, or religion when it comes to choosing group friends.

No.	Scale	Value	Frequency	f x b	Presentase	Rt
20	Strongly Agree	4	18	72	44,4%	3,3
	Agree	3	18	57	44,4%	
	Don't Agree	2	2	4	5,6%	
	Strongly Disagree	1	2	2	5,6%	
	Total		40	135	100%	

Based on the table above, there are 18 (44.4%) almost half of the respondents who stated Strongly Agree, 18 (44.4%) almost half of the respondents who stated

Agree, 2 (5.6%) a small portion of respondents said Disagree, and 2 (5.6%) a small portion of respondents said Strongly Disagree.

These results show that most students do not differentiate between race, ethnicity, or religion in choosing group friends, including in the very good category with a value of 82.5%, because it is in the interval 80% - 100%.

Next, from the results of the questionnaire above, we look for the percentage of peer interaction (variable X) using the following formula:

$$\frac{SO}{ST} \times 100\%$$

Based on the recapitulation of the results of the questionnaire calculations above regarding Peer Socialization (variable X), the results obtained were 79%. This means that it is in the percentage range of 60-79%, which indicates **good**.

Learning Motivation of Grade VII Students in Islamic Religious Education Subjects at SMPN 2 Indramayu Regency

Based on the findings of data in the field through observation, interviews, and documentation, it was found that research on the learning motivation of grade VII students in the subject of Islamic Religious Education at SMPN 2 Indramayu Regency revealed interesting findings. This study used a quantitative approach involving 400 grade VII students. Data was collected through a questionnaire designed to measure variables supporting learning motivation, such as teacher support, the use of innovative learning media, and effective classroom management. The results of the data analysis showed that these factors contributed 58% to increasing student learning motivation. This finding confirms that, in addition to peer interaction, internal factors of the school environment also play a very important role in creating a conducive learning atmosphere.

To find out the learning motivation of grade VII students in the subject of Islamic Religious Education, the researcher created and distributed a number of questionnaires to all grade VII students, totaling 40 people as respondents to obtain data on the Y variable which had been given 4 alternative answers, namely the SS (Strongly Agree) option with a score of 4, S (Agree) with a score of 3, TS (disagree) with a score of 2, and STS (very disagree) with a score of 1.

Before the questionnaire was distributed to respondents, the questionnaire was first tested for research instruments using validity and reliability tests. The two results of the test are as follows:

Validity Test

This validity test is conducted to determine whether the statements in the questionnaire are worthy of being studied, so that they can be distributed to 40 respondents. In this case, the validity test was conducted on the questionnaire instrument using Pearson or Product Moment correlation with SPSS 16.0.

Based on the results of the questionnaire validity test above using SPSS bivariate correlation, 26 questionnaire items for each variable are declared valid, because of the r_{count} of each item $> r_{\text{table}}$ (0,329). Thus, it can be concluded that the questionnaire can be used as a tool to collect data used to measure the variables.

Reliability Test

Table 10. Reliability Test of Student Learning Motivation Instrument Reliability Statistics

Cronbach's Alpha	N of Items
.840	26

Based on the SPSS 16.0 calculation above, in the Reliability Statistics table, a value of 0.840 Cronbach's Alpha was obtained, while the r_{table} value at a significance of 0.05 with the number of data (n) = 36 was obtained at 0.329. Because of Cronbach's alpha (0.840) > r_{table} (0,329), it can be concluded that the Y variable questionnaire is declared reliable, and the instrument can be used as a data collection tool.

After testing the instrument and distributing the questionnaire to 40 respondents, the next step to finding out the learning motivation of class VII students on the subject of Islamic Religious Education can be seen in the following table:

Table 11. I arrived on time to take part in teaching and learning activities at school.

Scale	Value	Frequency	f x b	Presentas	Rt
	e	y		e	
Strongly Agree	4	14	56	33,3%	3,0
Agree	3	15	45	36,1%	
Don't Agree	2	9	18	25%	
Strongly Disagree	1	2	2	5,6%	
Total		40	121	100%	

Based on the table above, there are 14 (33.3%) a small portion of respondents said strongly agree, 15 (36.1%) a small portion of respondents said Agree, 9 (25%) a small portion of respondents said not agree, and 2 (5.6%) very few respondents strongly disagree.

These results indicate that most students are present on time to participate in teaching and learning activities at school, including in the good category with a value of 75% because it is in the interval of 60% - 79%.

Table 12. I attended school lessons until the end of the lesson.

Scale	Value	Frequency	f x b	Presentas	Rt
	e	y		e	
Strongly Agree	4	16	64	38,9%	2,9
Agree	3	13	39	30,6%	
Don't Agree	2	6	12	16,7%	
Strongly Disagree	1	5	5	13,9%	
Total		40	120	100%	

Based on the table above, there are 16 (38.9%). A small portion of respondents said strongly agree, 13 (30.6%) a small portion of respondents said Agree, 6 (16.7%) very few respondents said they disagreed, and 5 (13.9%) very few respondents stated strongly disagree.

These results indicate that most students follow school lessons until the end of the lesson, including in the good category with a score of 72.5% because it is in the interval of 60% - 79%.

Table 13. When the Islamic Religious Education teacher explained the material, I paid close attention.

Scale	Value	Frequency	f x b	Presentas	Rt
Strongly Agree	4	18	72	44,4%	3,3
Agree	3	17	51	41,7%	
Don't Agree	2	3	6	8,3%	
Strongly Disagree	1	2	2	5,6%	
Total		40	131	100%	

Based on the table above, there are 18 (44.4%) almost half of the respondents who stated strongly agree, 17 (41.7%) almost half of the respondents who stated Agree, 3 (8.3%) very few respondents said they disagreed, and 2 (5.6%) very few respondents stated strongly Disagree.

These results indicate that most of the time when the Islamic Religious Education teacher explained the material, the students paid serious attention, including in the very good category with a value of 82.5% because it was in the interval of 80% - 100%.

Table 14. I asked the Islamic Religious Education teacher if there is material that is not yet understood.

Scale	Value	Frequency	f x b	Presentas	Rt
Strongly Agree	4	12	48	27,8%	3,2
Agree	3	24	72	61,1%	
Don't Agree	2	4	8	11,1%	
Strongly Disagree	1	0	0	0%	
Total		40	128	100%	

Based on the table above, there are 10 (27.8%). A small portion of respondents said strongly agreed. 22 (61.1%). More than half of the respondents said agree, 4 (11.1%). Very few respondents said they disagreed, and 0 (0%) no respondents at all stated strongly disagree.

These results indicate that most students ask the Islamic Religious Education teacher if there is material that has not been understood, including in the very good category with a value of 80% because it is in the interval of 80% - 100%.

Table 15. I feel excited when the Islamic Religious Education teacher gives lessons with very varied teaching materials.

Scale	Value	Frequency	f x b	Presentas	Rt
Strongly Agree	4	16	64	38,9%	3,0
Agree	3	13	39	30,6%	
Don't Agree	2	8	16	22,2%	
Strongly Disagree	1	3	3	8,3%	
Total		40	122	100%	

Based on the table above, there are 16 (38.9%) a small portion of respondents said strongly agree, 13 (30.6%), a small portion of respondents said Agree, 8 (22.2%) a small portion of respondents said not Agree, and 3 (8.3%) very few respondents stated strongly disagree.

These results indicate that most students feel enthusiastic when Islamic Religious Education teachers provide lessons with very varied teaching materials, including in the good category with a value of 75% because it is in the interval of 60% - 79%.

Table 16. I feel excited when Islamic Religious Education teachers use a variety of learning models.

Scale	Value	Frequency	f x b	Presentas	Rt
Strongly Agree	4	13	52	30,6%	2,6
Agree	3	9	27	22,2%	
Don't Agree	2	9	18	22,2%	
Strongly Disagree	1	9	9	25,0%	
Total		40	106	100%	

Based on the table above, there are 13 (30.6%). A small portion of respondents said strongly agreed, 9 (22.2%), a small portion of respondents said Agree, 9 (22.2%), a small portion of respondents said did not agree, and 9 (25%) a small portion of respondents said strongly did not Agree.

These results show that most students feel enthusiastic when Islamic Religious Education teachers use a variety of learning models, including in the good category with a value of 65% because it is in the interval 60% - 79%.

Table 17. In completing the Islamic Religious Education assignment, I tried my best to complete it on time.

Scale	Value	Frequency	f x b	Presentas	Rt
Strongly Agree	4	17	68	41,7%	

Agree	3	16	48	38,9%	3,2
Don't Agree	2	5	10	13,9%	
Strongly Disagree	1	2	2	5,6%	
Total		40	128	100%	

Based on the table above, there are 17 (41.7%), almost half of the respondents who stated strongly agree, 16 (38.9%) a small portion of respondents said Agree, 5 (13.9%). Very few respondents said they disagreed, and 2 (5.6%) very few respondents stated strongly Disagree.

These results indicate that most of the students completing the Islamic Religious Education assignment tried their best to complete it on time, including in the very good category with a value of 80% because it is in the interval of 80% - 100%.

Table 18. The praise given by the Islamic Religious Education teacher for my work encouraged me to study harder.

Scale	Value	Frequency	f x b	Presentase	Rt
Strongly Agree	4	18	72	44,4%	3,1
Agree	3	14	42	33,3%	
Don't Agree	2	5	10	13,9%	
Strongly Disagree	1	3	3	8,3%	
Total		40	127	100%	

Based on the table above, there are 18 (44.4%), almost half of the respondents who strongly agree, 14 (33.3%). A small portion of respondents said Agree, 5 (13.9%). Very few respondents said they disagreed, and 3 (8.3%) very few respondents stated strongly Disagree.

These results indicate that most of the praise given by Islamic Education teachers for students' work results, encourage students to study harder, is included in the good category with a value of 77.5% because it is in the interval of 60% - 79%.

These results indicate that most students repeat the Islamic Education material that has been explained by the teacher at home, is included in the good category with a value of 75% because it is in the interval of 60% - 79%.

Based on the recapitulation of the results of the questionnaire calculation above regarding Student Learning Motivation (variable Y), the results obtained were 78%. This means it is in the percentage range of 60% - 79%, which indicates good.

The Influence of Peer Interaction on the Learning Motivation of Grade VII Students in Islamic Religious Education Subjects at SMPN 2 Indramayu Regency

Based on the results of observations, interviews, and documentation, it can be concluded that the research conducted on 40 students of grade VIII at SMPN 2 Indramayu Regency using quantitative methods with multiple linear regression analysis showed that peer interaction had a significant effect on students' learning motivation. The results of the analysis showed that the peer interaction variable

explained about 55% of the variation in students' learning motivation. This finding confirms that improving the quality of social interaction between students, which includes emotional support, information exchange, and constructive competition, plays a major role in increasing learning motivation in Islamic Religious Education subjects.

Based on the results of the normality test, the significance value of Peer Socialization (Variable X) with the Kolmogorov Smirnov test produced (Asymp.sig = 0.876) is greater than the alpha value ($\alpha = 0.05$). Thus, H_a is accepted and H_0 is rejected, meaning that the data from the variable is normally distributed. The significant value of Student Learning Motivation (Variable Y) in the Kolmogorov Smirnov test produced (Asymp.sig = 0.943) is greater than the alpha value ($\alpha = 0.05$). Thus, H_a is accepted and H_0 is rejected, meaning that the data from the variable is normally distributed.

After conducting instrument trials, prerequisite tests and questionnaire distribution, the data will then be analyzed and the hypothesis tested. In order to determine whether or not there is an influence of peer interaction as variable (X) on student learning motivation as variable (Y), the researcher presents the two variable data obtained from the results of a questionnaire on 40 class VII E students. The questionnaire given to the students consisted of 50 statement items (25 statements of variable X and 25 statements of variable Y). Then the data will be correlated using the product moment correlation formula.:

Based on the calculation results above, the correlation coefficient value of peer interaction with the learning motivation of class VIII students in the subject of Islamic Religious Education is obtained at $r_{xy} = 0,667$. To find out the correlation that occurs in the calculation results above, the author provides a simple interpretation of the correlation index number ' r ' Product Moment (r_{xy}) in general, using the following guidelines:

Table 19. Correlation Index Figures " r " Product Moment (r_{xy})

The size of the Product Moment (r_{xy})	Information
0,00 – 0,199	Between variables X and Y there is indeed an influence, but it is very weak or so low that the influence is ignored.
0,20 – 0,399	Between variables X and Y there is a weak or low influence
0,40 – 0,599	Between variables X and Y there is a moderate or sufficient influence.
0,60 – 0,799	Between variables X and Y there is a strong or high influence
0,80 – 1,000	Between variables X and Y there is a very high or very strong influence

With the obtained r_{count} of 0.667, the correlation index shows a **positive** number. This means that there is an influence between the calculation of the product moment correlation of peer relationships (variable X) and the learning motivation (variable Y) of class VIII students in Islamic religious education subjects at SMPN 2 Indramayu Regency.

Furthermore, if we look at the magnitude of r_{xy} of 0,667 it turns out to be in the interval of 0.60–0.799. Based on these criteria, the correlation coefficient is included in

the category of **strong or high** correlation. So, it can be concluded that there is a **strong** or **high** influence between peer relationships on the learning motivation of class VIII students in Islamic Religious Education (PAI) subjects at State Junior High School 2 Indramayu.

In this study, $df = 34$, with a significance level of 5% (95% confidence level) obtained $r_{tabel} = 0,339$ and at a significance level of 1% (99% confidence level), obtained $r_{tabel} = 0,436$. Thus, we can see that $r_{hitung} (0,667) > r_{tabel}$ both at a significance of 5% (0.339) and 1% (0.436). This shows that the correlation between Variable X and Variable Y in this analysis is **significant**, meaning that the relationship between these variables is **positive**, so that the higher the peer interaction, the higher the influence on the learning motivation of class VII students on the subject of Islamic Religious Education at State Junior High School 2 Indramayu.

Furthermore, to determine the percentage of influence between variable X (peer association) and variable Y (learning motivation) of class VIII students in Islamic Religious Education subjects at State Junior High School 2 Indramayu, the determination coefficient formula is used as follows:

From the results of these calculations, it can be concluded that student learning motivation is determined or influenced by peer association by 44%. Then the other 56% is determined by other factors that were not examined in this study.

Based on the calculation above, it can be concluded that the value of $t_{hitung} 5,192$. Furthermore, it was found that the value of $t_{tabel} "t"$ at a significance level of 0.05 is 1.690, while at a significance level of 0.01 it is 2.441. Therefore, $t_{hitung} \geq t_{tabel}$ both at a significance of 5% or 1%. So H_a is accepted H_0 is rejected. In other words, based on the rules above, it means that the hypothesis states that there is an influence of Peer Association on the Learning Motivation of Class VIII Students in Islamic Religious Education Subjects at State Junior High School 2 Indramayu is statistically **significant**.

Discussion

Peer interaction in junior high school is a social relationship that occurs between individuals and their peers in various situations, both in the school environment and outside of school. According to Santrock, peer interaction greatly influences students' cognitive, social, and emotional development. Peers play a role in providing emotional support, forming attitudes, and motivating individuals to learn (Santrock, 2022). Furthermore, Vygotsky in Sociocultural Development theory stated that social interactions, including with peers, play an important role in individual cognitive development. Students find it easier to understand difficult concepts when studying in groups or discussing with peers because there is a scaffolding process of helping each other understand the material. (Vygotsky, 1978).

Based on the facts that occur in junior high school, peer relationships have a very important meaning for personal development, because one of the most important functions of peer groups is to provide a source of information and support outside the family (Alawiyah, 2019). Peers can provide more up-to-date and contextual information about social, cultural, or personal life issues that teenagers are facing. In peer relationships, teenagers are required to learn socially, socialize, and give and receive interaction with fellow friends. Munjiat stated that the role of peer groups for teenagers is to provide opportunities to learn how to interact with other people, control

social behavior, develop skills and interests that are relevant to their age, and exchange feelings and problems with each other. (Munjiat & Rifa'i, 2023).

It would be better if the peer group at school is a group that can have a positive influence on its members, namely the students of that school (Munjiat et al., 2024). A good peer group is one where the members receive positive influence from their friends in the group. This influence can be in the form of greater and better enthusiasm to increase learning motivation. Usually, in groups like this, children feel less awkward or embarrassed to ask their friends than to ask the teacher. (Ruaya et al., 2022). Interaction with peers is also the initial interaction for children and adolescents in the social environment. They begin to learn to get along and interact with other people who are not members of their family, this is done so that they gain recognition and acceptance from their peer group so that a sense of security will be created. So peer interaction is one of the factors that influences learning motivation (Munjiat, 2024).

Learning motivation is a driving force or encouragement that humans have to do a job, namely learning (Dalyono, 2017). Sutrisno stated that motivation to learn more clearly is that there is a stimulus originating from internal and external for each student who is learning to make a transition in behavior, usually with several indicators or elements that support (Munjiat, Rifaâ, et al., 2023). According to Hamzah B. Uno ⁽²⁰¹⁷⁾ the indicators of learning motivation are as follows: 1) The existence of aspirations and the will to succeed, 2) The existence of encouragement and need in learning, 3) The existence of hopes and aspirations for the future, 4) The existence of rewards in learning, 5) The existence of interesting activities in learning, 6) The existence of a conducive learning environment.

Peers are not the only component that can influence students' enthusiasm for learning at school. However, the presence of friends around students attracts students' attention more than anything else. This interaction with peers causes students to be easily influenced. This is because students spend more time interacting with their peers. In addition, students will tend to imitate what their peers do. If students' interactions with peers lead to positive things, for example studying, it will increase motivation to be more active in studying so that they will get good results.

CONCLUSION

Based on the data findings, it can be concluded that: 1) social interactions between peers of class VII students at State Middle Schools in Indramayu Regency are in a **good** category. Hi, we can see that from the questionnaire results obtained 79%, these results are in the percentage range of 60% - 79%, 2) the learning motivation of class VII students in the Islamic Religious Education subject at State Junior High School 2 Indramayu Regency is in a **good** category, with a score of 78% because it is in the range 60% - 79%, and 3) the impact of peer interaction on the learning motivation of class VII students in the subject of Islamic Religious Education at State Junior High School 2 Indramayu Regency. Shows a correlation that reaches a value of $r_{xy} = 0,667$, which means it shows a **strong or high** correlation because it is in the interval 0.60 – 0.799.

Limitations in this study are: 1) cross-sectional research design: variable measurements were carried out at one point in time so it cannot provide an overview of long-term changes or influences from peer interactions on student learning motivation, and 2) data collection instrument: the use of questionnaires as a data

collection tool is susceptible to subjective bias from respondents, which may affect the accuracy and validity of the data collected. Future research is recommended to complement quantitative data with a qualitative approach to obtain a more comprehensive picture.

This study contributes to academic discourse in Islamic education learning by providing empirical evidence regarding the role of peer interactions in shaping students' learning motivation. These findings highlight the importance of social dynamics in the academic environment and provide recommendations for educators to adopt social interaction-based learning strategies. By emphasizing the influence of peer relationships, this research bridges psychological motivation theory with practical applications in religious education.

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