

Correlation Between Peer Interaction And Social Studies Learning Outcomes At Smp Negeri 03 Pontianak

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Abstract: This study aims to analyze the relationship between peer interaction and students' academic achievement in Social Studies at SMP Negeri 03 Pontianak. The research focuses on understanding how the quality and intensity of peer interactions may influence students' learning outcomes. A quantitative research method was employed, involving a sample of 140 seventh-grade students from classes VIIc to VIIi, selected from a total population of 217 students. Data on peer interaction were collected through a validated questionnaire, while academic achievement was measured based on students' scores in the Even Semester Daily Assessment for the 2023/2024 academic year, with a minimum passing grade (*KKM*) of 80. The data were analyzed using descriptive statistics and Spearman's correlation test with the assistance of SPSS version 25. The results showed that most students had a moderate level of peer interaction (65.71%), followed by high (20.71%) and low (10%) levels. The analysis revealed a significant negative correlation ($r = -0.529$) between peer interaction and academic achievement, indicating that excessive peer interaction tends to lower students' academic performance. It can be concluded that while peer interaction contributes positively to students' social and emotional development, interactions that are not academically oriented may distract students from learning activities. Therefore, teachers are encouraged to design structured collaborative learning activities that channel peer interaction toward academic goals.

Keyword: Peer interaction; Learning outcomes; Social Studies

Introduction

Education plays a crucial role in shaping the quality of human resources. Through education, learners not only acquire cognitive knowledge but also develop character, values, and social skills essential for functioning in society. Within the school environment, this process takes place in a complex social system in which interpersonal relationships, particularly interactions among peers significantly influence learning effectiveness. These social interactions occur spontaneously and continuously, forming a learning ecosystem closely connected to students' academic performance (Julianty, 2017). Peers are individuals of similar age and developmental stages who naturally form social groups within educational settings. Within these groups, students learn self-awareness, empathy, cooperation, and effective communication. Interactions among peers often foster a conducive learning atmosphere, enhance motivation, and strengthen self-confidence and learning

responsibility. However, not all peer interactions are positive; the quality and nature of peer relationships largely determine whether their influence supports or hinders academic achievement (Soviyani, 2019).

Previous studies have shown that a positive social environment contributes to improved academic outcomes. Nensi et al. (2020) and Julianty (2017) found that students with supportive peer networks tend to achieve better learning results compared to those who experience social pressure or isolation. Conversely, Soviyani (2019) observed that the effect of peer interaction on learning outcomes is not always statistically significant, depending on mediating variables involved in students' learning processes. The gap between the ideal condition and the reality in schools provides a strong rationale for further examining the relationship between peer interaction and learning outcomes. Ideally, students should exist in a positive, supportive social environment that fosters collaboration and idea exchange. However, in practice, the learning environment often reflects heterogeneity in students' characters, interests, and habits, meaning not all peer groups are constructive. Factors such as age, emotional maturity, group dynamics, and external influences also shape the quality of these interactions (Semiawan, 1999).

This phenomenon is also evident at SMP Negeri 03 Pontianak, a public junior high school in West Kalimantan with more than eight hundred students. With a five-day school schedule running from 6:45 a.m. to 2:00 p.m., students have ample opportunities to interact with their peers through intracurricular activities, extracurricular programs, student organizations, and leisure periods. Preliminary observations revealed a distinctive pattern: students tend to form friendship groups based on similarities in academic achievement—high-achieving students often associate with peers who have similarly high achievement, while students with lower academic performance tend to affiliate with peers who exhibit similarly low achievement. This homogeneous grouping pattern appears to influence learning dynamics, particularly in Social Studies, a subject that is reflective, interactive, and highly dependent on classroom social dynamics. At the junior high school level, the Social Studies curriculum aims to enhance students' understanding of social, economic, cultural, and political life (Wiyono, 2021). However, a tension emerges within this study: phenomenologically, peer groups with higher academic achievement appear to demonstrate better learning outcomes, yet statistical analysis reveals a significant negative correlation between peer interaction and academic performance.

The theoretical foundation of this study is based on Albert Bandura's Social and Cognitive Learning Theory, which views peers as vital social agents in the learning process. Through observation, imitation, and social interaction, students construct understanding and behaviors aligned with their social environment (Bandura, 2009;

Manik et al., 2022). The modeling effect of peers not only shapes students' thought patterns and attitudes but also influences motivation and academic performance. When a student observes the success of peers, the drive to achieve similar outcomes intensifies; conversely, interaction with underachieving peers may lower learning enthusiasm. In this context, interaction refers to a reciprocal and active relationship between individuals or groups in which both parties play significant roles (Andangjati et al., 2021; Hasan, 2015). Among peers, such interactions occur between individuals of similar age and maturity, creating balanced communication and influence.

Several factors determine the quality of peer interaction, such as age similarity, environmental conditions, emotional closeness, group size, and cognitive development (Semiawan, 1999). These elements shape the dynamics of peer relationships, which may either enhance or diminish social influence and ultimately affect learning outcomes. To assess the relationship between peer interaction and learning outcomes, indicators such as peers' moral character, social pressure (positive or negative), shared activities, and interaction intensity are essential. Positive peer influence can serve as a behavioral model that inspires others, whereas negative social pressure such as mockery or exclusion may hinder learning motivation (Laksono, 2016; Soviyani, 2019). Pedagogical activities, such as collaborative learning and shared responsibilities in school, offer meaningful opportunities for productive interaction, while engagement in non-pedagogical or deviant activities can impede students' moral and intellectual development. Thus, the meaningfulness of peer interaction is largely determined by the quality and substance of shared activities.

Interaction intensity also plays a significant role. The frequency of meetings and emotional closeness among peers contribute to the effectiveness of interactions—the more frequent and intimate the relationship, the greater its influence on students' attitudes and academic outcomes (Soviyani, 2019). Peers are defined as groups of individuals of similar age and developmental stages who share close social relations (Ilhami et al., 2022; Patmasari, 2017). This closeness fosters a sense of belonging that promotes imitation and behavioral adaptation. Within peer groups, social status plays a distinct role. Sociometric status—categorized as popular, average, neglected, rejected, or controversial—reflects the degree of social influence an individual holds within their peer network (Rahajeng et al., 2018). Peers function as tutors, motivators, collaborators, feedback providers, and behavioral models who directly or indirectly shape learning processes and outcomes (Topping et al., 2017). These roles support knowledge comprehension, reinforce learning motivation, and cultivate academic attitudes.

Moreover, the role of peers extends beyond academic achievement to social and emotional development. Peer interaction provides opportunities to reinforce positive

behavior, model appropriate conduct, and offer guidance and support during social adaptation (Hetherington in Nafia, 2022). Through these interactions, students internalize social norms and behaviors considered acceptable within their peer groups. Learning outcomes, in turn, represent the accumulation of knowledge, skills, and attitudes that learners acquire through educational processes (Semiawan, 1999; Wahyuningsih, 2020). These outcomes reflect not only cognitive mastery but also behavioral transformation. Factors influencing learning outcomes can be categorized as internal, external, and instrumental (Djamarah, 2015). Internal factors involve students' physical and psychological conditions, external factors relate to the learning environment—including peer influence—while instrumental factors encompass curriculum, facilities, and teacher quality.

Within the context of Social Studies learning, which integrates multiple social sciences, social interaction becomes a key component of achieving educational objectives. Social Studies aims to develop citizens who think critically, rationally, and sensitively toward social dynamics (Darsono, 2017; Wiyono, 2021). Therefore, peer interaction is a relevant and integral aspect of learning that contributes to students' cognitive and social development. By combining field observation with quantitative academic data, this research seeks to identify whether there is a significant relationship between peer interaction and students' learning outcomes in Social Studies at SMP Negeri 03 Pontianak (Sugiyono, 2020).

This study's contribution lies in its empirical exploration of students' social relationships in a local educational context that has received limited scholarly attention. By focusing on seventh-grade students, the research highlights a critical transition phase from elementary to junior high school—an important period when social and academic adaptation intensifies and peer influence becomes increasingly dominant. The findings of this study are expected to enrich educational literature and provide practical implications for teachers and education stakeholders to design learning strategies that account for classroom social dynamics. Furthermore, they can inform the development of counseling programs that nurture healthy and productive peer relationships. Overall, this study not only seeks to determine whether a relationship exists between peer interaction and learning outcomes but also contributes to a more comprehensive understanding of how social relationships within schools can serve as valuable assets for achieving educational goals.

Methods

This research employed a quantitative approach with an ex post facto design. This approach was selected because the researcher did not manipulate the independent variables but rather observed existing relationships based on data collected from respondents. The quantitative method enabled the researcher to measure the

relationship between variables using numerical data analyzed statistically, while the ex post facto design aimed to describe and examine causal relationships that could not be manipulated since the variables occurred naturally within the educational context (Darwin et al., 2021; Sugiyono, 2020). The study was conducted at SMP Negeri 3 Pontianak, located on Jalan Kalimantan No. 123, Pontianak Selatan District, Pontianak City, West Kalimantan Province. The school has an excellent accreditation status and accommodates over eight hundred students, with learning activities taking place five days a week (Monday to Friday) including both curricular and co-curricular programs. The population in this study consisted of all students from classes VIIC to VIII, totaling 217 students. Classes VIIA and VIIB were excluded because they were taught by different social studies teachers, which could potentially influence learning outcomes and peer interaction dynamics. This population selection was intended to maintain uniformity in instructional treatment among observed classes. The sample was determined using a simple random sampling technique. The total number of samples was calculated using the Taro Yamane formula with a 5% significance level (Machali, 2021), resulting in 140 students. Samples were proportionally distributed, with 20 students selected from each of the seven observed classes through a lottery system to ensure objectivity and representativeness (Riduwan, 2015). The main research instrument was a closed-ended questionnaire developed based on theoretical indicators of peer interaction, including the parties involved, types of activities, and intensity of social engagement (Semiawan, 1999; Surya, 2010). The questionnaire used a four-point Likert scale consisting of “very often,” “often,” “sometimes,” and “never,” with scores ranging from 4 to 1 corresponding to the response intensity (Sugiyono, 2020). The questionnaire blueprint was developed based on Surya’s (2010) indicators: five items for “parties involved,” five for “activities conducted,” and four for “intensity of interaction.” The instrument was validated through Confirmatory Factor Analysis (CFA), revealing factor loadings above 0.5 on their respective components, and demonstrated high reliability with a Cronbach’s Alpha coefficient of 0.904. The instrument was designed to capture the general tendencies of students’ interactions within the school’s social context; however, it does not distinguish between academically oriented and non-academic forms of interaction. Consequently, the resulting measurements represent the overall intensity of peer interactions rather than specific categories of interaction.

In addition to questionnaires, data were also collected through documentation review, including student lists, daily test scores in social studies, and school profiles (Vedhitya, 2023). Daily test scores were used as the dependent variable (learning outcomes) because they objectively represent cognitive achievement, unlike report card scores which may include affective and psychomotor aspects. Data collection was conducted in two main ways: (1) distributing printed questionnaires to selected respondents with sufficient time for completion, and (2) gathering secondary data from official school records. The data analysis process began with descriptive analysis by calculating the

mean, median, mode, and standard deviation for each variable (Nensi et al., 2020; Sugiyono, 2020). Frequency distributions were categorized into low, medium, and high based on the mean and standard deviation using standard statistical conventions. Data normality was tested using the Kolmogorov–Smirnov method since the sample size exceeded one hundred (Maulid, 2022), to determine the appropriate statistical test—either Pearson or Spearman correlation. The relationship between peer interaction and learning outcomes was analyzed using correlation tests: Pearson correlation for normally distributed data and Spearman correlation for non-normal distributions (Muhson, 2018). The strength and direction of the relationship were interpreted according to standard correlation coefficient intervals, with positive or negative directions indicated by the sign of the coefficient. Hypothesis testing was based on the significance value (p-value), where $p < 0.05$ indicated a significant relationship and rejection of the null hypothesis, while $p > 0.05$ indicated no significant relationship (Trijono, 2015). Regression analysis was not performed since the study focused only on identifying the presence or absence of relationships rather than prediction. Overall, the research method was systematically designed to ensure validity, reliability, and objectivity, providing credible findings about the relationship between peer interaction and students' learning outcomes.

Results And Discussion

Results

Peer Interaction

This study involved 140 students from SMP Negeri 03 Pontianak City to measure the level of peer interaction. Data were obtained through a closed-ended questionnaire developed based on indicators of social interaction. All data collected were then analyzed using SPSS software version 25.

The results of descriptive statistical analysis showed that the mean score of peer interaction was 39.38, with a median value of 38.50 and a mode of 40. The standard deviation was recorded at 6.003, indicating a fairly consistent data distribution. The maximum peer interaction score obtained by students reached 53, while the minimum score was 22. The total cumulative score from all respondents was 5513, with a data range of 31 points.

Data grouping was carried out based on Sturges' formula, resulting in eight class intervals. The frequency distribution table shows the distribution of respondents as follows:

Table 1. Frequency Distribution of Peer Interaction

No	Interval	Frequency	Percentage
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1	22 – 25	1	0.71%
2	26 – 29	1	0.71%
3	30 – 33	18	12.86%
4	34 – 37	40	28.57%
5	38 – 41	38	27.14%
6	42 – 45	16	11.43%
7	46 – 49	15	10.71%
8	50 – 53	11	7.86%
Total		140	100%

After the categorization process based on scores, three levels of peer interaction classification were obtained:

Table 2. Classification of Peer Interaction Frequency

Category	Frequency	Percentage
Low	14	10.0%
Moderate	97	69.3%
High	29	20.7%
Total	140	100%

Most students demonstrated a moderate level of interaction, indicating that the intensity of their social relationships was at a middle level. They participated in social interactions with a sufficient number of friends, engaged in certain group activities, and met regularly. These interactions involved elements such as group work, conversations outside the classroom, and participation in other school activities.

However, it should be noted that the group categorized as having a high level of interaction showed very intensive social activities. In the educational context, such interactions could influence the allocation of study time. Although social engagement is crucial for adolescent development, uncontrolled interaction has the potential to reduce attention to academic tasks.

Conversely, the low interaction category indicates limited social connections within the school environment. This may serve as an indicator of social isolation or a lack of participation in collective activities, which could negatively impact the development of social skills and learning motivation.

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Learning Outcomes

Data on learning outcomes were obtained through documentation of daily test scores in the Social Studies subject for the even semester of the 2023/2024 academic year. The passing standard referred to the Minimum Mastery Criteria (*KKM*) set at 80. All data were analyzed using SPSS version 25.

The results of descriptive analysis showed that the average score of students' learning outcomes was 79.28. The median score was recorded at 83, and the mode was 100. The highest score obtained was 100, while the lowest was 33. The standard deviation reached 18.567 with a variance of 344.735, reflecting a relatively wide distribution of scores among students. The total range of scores across all data was 67 points.

The frequency distribution based on class intervals of learning outcome scores is presented as follows:

Table 3. Frequency Distribution of Learning Outcomes

No	Class Interval	Frequency	Percentage
1	33 – 41	5	3.57%
2	42 – 50	9	6.43%
3	51 – 59	10	7.14%
4	60 – 68	19	13.57%
5	69 – 77	15	10.71%
6	78 – 86	18	12.86%
7	87 – 95	25	17.86%
8	96 – 104	39	27.86%
Total		140	100%

Based on the classification of learning outcomes, three categories were obtained as follows:

Table 4. Classification of Learning Outcomes Frequency

Category	Frequency	Percentage
Low	24	17.14%
Moderate	83	59.29%
High	33	23.57%
Total	140	100%

The majority of students were in the moderate category. This indicates that they possessed a fairly good understanding of the material, although not all were able to exceed the established *KKM* standard. Only about one-fourth of the students achieved high scores, showing a more optimal level of mastery of the material. On the other hand, students in the low category still faced challenges in comprehensively understanding the concepts of Social Studies.

The Relationship Between Peer Interaction and Learning Outcomes

Before testing the relationship between variables, a normality test was first conducted to determine data distribution. This test used the Kolmogorov–Smirnov method, and the results showed a significance value of 0.000. This value is smaller than 0.05, indicating that the data were not normally distributed.

Therefore, the analytical technique used to determine the relationship between peer interaction and learning outcomes was the non-parametric Spearman correlation test.

Spearman's correlation analysis was applied to examine the relationship between the peer interaction variable and learning outcomes in the Social Studies subject. Based on the test results, the correlation coefficient obtained was -0.529 with a significance value of 0.000.

This negative correlation coefficient indicates that the relationship between the variables is inversely proportional. In other words, when the level of peer interaction increases, the tendency of learning outcomes decreases. The correlation falls within the moderate category, based on the interpretation of the Spearman correlation coefficient ranging from -0.50 to -0.79.

With a total of 140 respondents, the relationship found was sufficiently strong to illustrate a consistent trend between the two variables. These findings indicate that the higher the intensity of peer interaction, the greater the likelihood that students will experience a decline in concentration during learning.

Excessive interaction may involve over-engagement in non-academic activities with peers, such as playing games, hanging out after school, or engaging in discussions unrelated to lessons. Although such activities strengthen social bonds, they may reduce independent study time or opportunities to focus on academic tasks. On the other hand, interaction within reasonable limits can support learning activities, such as group discussions or mutual assistance in understanding the material.

Conversely, students with low interaction levels tended to achieve better academic performance. This may occur because such students have more time for individual study or greater focus on academic achievement. However, it should be noted that too little social interaction can also affect other developmental aspects, such as communication skills and teamwork.

Considering these results, it is important for schools to maintain a balance between social interaction and academic activities. Teachers and counselors can play a role in directing students' interactions toward more productive forms, such as structured group learning activities, collaboration in learning projects, or extracurricular programs that support cognitive development.

Overall, the findings of this study contribute to understanding the dynamics between social relationships and students' academic achievement. The empirical data obtained serve as a basis for designing educational intervention strategies that take into account the role of peer relationships in the learning process at school.

Discussion

This study aims to analyze the relationship between peer interaction and students' learning outcomes in Social Studies subjects at SMP Negeri 03 Pontianak City. Based on the results, it was found that peer interaction has a negative relationship with students' learning outcomes. With a Spearman correlation coefficient of -0.529 and $p < 0.05$, the findings indicate a moderate and statistically significant relationship between the two variables. The negative correlation value signifies that an increase in the intensity of peer interaction correlates with a decrease in learning outcomes in Social Studies subjects.

The descriptive analysis shows that most students fall into the moderate level of peer interaction (69.29%), followed by 20.71% in the high category and 10% in the low category. This distribution indicates that social interaction among students is relatively active. Such interactions are a natural part of adolescents' socio-emotional development, enriching their social experiences and enhancing communication skills. However, the negative correlation observed in this study suggests that a substantial

portion of peer interaction may not be strongly aligned with academic tasks. Although the instrument did not explicitly differentiate between academic and non-academic forms of interaction, the correlation pattern implies that the interaction occurring among students may not predominantly support instructional engagement. This interpretation remains tentative and requires further qualitative investigation.

This condition indicates that although peer interaction plays an important role in socio-emotional development, controlling the intensity and nature of such interactions becomes essential in maintaining a balance between social activities and learning responsibilities. The negative influence identified in this study can be explained through the mechanism of time and energy resource allocation among students. The more time and energy devoted to social activities unrelated to learning, the greater the likelihood of decreased academic achievement, particularly in academic subjects such as Social Studies.

This study is consistent with Albert Bandura's social learning theory, which posits that social interaction has a significant impact on an individual's cognitive and behavioral development. Bandura stated that observing peers' behavior and direct interaction with them can influence students' learning patterns and attitudes. Based on the findings of this study, peer interactions that are not directed toward learning activities have a less positive impact on students' learning outcomes (Bandura, 2009).

Furthermore, these findings align with the research conducted by (Ding et al., 2018), which found that excessive peer interaction tends to negatively affect academic performance, especially when such interactions are focused more on social activities that distract from learning. Meanwhile, another study by (Espelage et al., 2013) showed that within structured study groups, peer interaction can actually enhance learning outcomes. Therefore, the researcher concludes that the effect of peer interaction on learning outcomes greatly depends on with whom the students interact (the involved parties), what activities they engage in (the nature of activities), and how frequently these peer interactions occur (the intensity of interaction).

In the context of this study, the correlation pattern indicates that the prevailing forms of peer interaction may lean more toward general social communication rather than structured academic collaboration; however, this remains an inference based solely on statistical tendencies. Because the instrument measured only the intensity and general characteristics of interaction without distinguishing academic from non-academic content, further qualitative research is needed to clarify the specific nature of peer engagement within these interactions. This interpretation is also consistent with adolescent socialization theory, which explains that students at the junior high school level often prioritize building peer relationships over academic engagement

(Moran, 2015; Santrock, 2017). Such tendencies may contribute to reduced academic focus, which can subsequently affect learning outcomes.

Conclusion

This study aimed to examine the relationship between peer interaction and students' learning outcomes in Social Studies at SMP Negeri 03 Pontianak City. The findings reveal that the social dimension of students' lives—particularly peer interaction—has a notable influence on their academic achievement. Most students exhibited a moderate level of peer interaction, indicating an active social life that is not always aligned with learning activities. Similarly, the dominance of moderate learning outcomes suggests significant potential for improvement when peer interactions are directed toward more educational purposes.

The main finding of this study highlights a negative relationship between the intensity of peer interaction and students' learning outcomes. The higher the frequency of non-academic interactions, the greater the tendency for learning outcomes to fall below the expected standard. This implies that while social relationships play an essential role in students' development, proper management of time, focus, and the quality of interactions is critical in determining whether social engagement supports or hinders academic success.

Peer interaction should not be viewed as purely detrimental or beneficial. When properly directed—such as through collaborative learning, study groups, or academically oriented discussions—peer interactions can serve as a powerful educational support. However, excessive social engagement without sufficient learning discipline can interfere with academic performance. Therefore, the practical implications of this study emphasize the need for schools, teachers, and parents to foster a socially conducive yet academically balanced environment.

Moreover, the study underscores that adolescence is a developmental stage characterized by a strong desire to build and maintain social relationships. While this process is natural and necessary for identity formation and social skill development, formal education plays a key role in ensuring that such interactions do not overshadow academic responsibilities. Strengthening collaborative learning strategies and integrating social spaces with educational goals can bridge the dual needs of social fulfillment and academic achievement.

In synthesis, peer interaction emerges as an interrelated factor closely linked to learning outcomes. The relationship identified in this study reflects not only a statistical correlation but also a real-life dynamic experienced by students, who must balance

social needs with academic responsibilities. This balance should be the core focus of character education and instructional strategies at the junior high school level.

The results of this study can be applied practically in designing socially educational programs within schools. Teachers can adopt collaborative learning methods to channel students' social energy into academic contexts. Meanwhile, schools and parents can work collaboratively to guide students in managing their time, setting priorities, and developing awareness of the importance of learning achievement. Rather than restricting social interaction, efforts should focus on providing positive outlets where social engagement simultaneously enhances social bonding and academic success.

From a scientific perspective, this study opens pathways for further research. Future studies may employ qualitative approaches to explore students' social dynamics more comprehensively. In-depth interviews, participatory observations, or case studies of specific study groups may provide insights that quantitative methods cannot fully capture. Additionally, subsequent research could examine the influence of peer interaction in project-based learning, extracurricular activities, or character education—each of which holds substantial potential for fostering positive and productive social engagement.

In conclusion, this research contributes to a deeper understanding of how peer interactions shape the academic trajectories of students. Recognizing the importance of managing social relationships is not an attempt to restrict adolescent social life but a strategy to optimize their potential within a balanced environment. Education, therefore, is not merely about numbers and grades but about nurturing students to grow harmoniously between social competence and academic responsibility.

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