

THE RELATIONSHIP BETWEEN PEER SOCIAL INTERACTION AND LEARNING OUTCOMES OF GRADE V STUDENTS IN PUBLIC ELEMENTARY SCHOOLS

Idha Tasya Bella Ananda ¹, Riswanti Rini², Yoga Fernando Rizqi³, Sowiyah ⁴

^{1,2,3,4}Pendidikan Guru Sekolah Dasar, Universitas Lampung, Indonesia

anandaihdatasya@gmail.com

ABSTRACT

This study aims to examine the relationship between peer social interaction and learning motivation and learning outcomes of grade V students of State Elementary School in Kedaton District. Education is seen as an integral part of life that includes dynamic processes, where its success is greatly influenced by components such as social interaction and motivation to learn. In this context, social interaction with peers at school plays an important role, where students interact and influence each other in small groups that have the same age characteristics and interests. Learning motivation is also considered an important factor that affects students' academic achievement. This motivation can arise from intrinsic factors, such as the desire to succeed and the need to learn, as well as extrinsic factors such as a conducive learning environment and rewards. The results showed that there was a positive and significant relationship between peer social interaction and student learning outcomes, with a correlation coefficient of 0.758 which was included in the "strong" category. This shows that good social interaction among students can improve their learning outcomes. The research method used is a correlational study with a quantitative approach to determine the relationship between the research variables. Data analysis was carried out using the Product Moment correlation test. The results of this study have implications that teachers, parents, and schools need to encourage positive social interaction among students and create a supportive learning environment, such as the use of group-based learning methods and constructive discussions. Thus, this study emphasizes the importance of the role of peer social interaction and learning motivation in improving students' academic achievement.

Keywords: *Social interaction, peers, learning motivation, learning outcomes, basic education*

A. BACKGROUND

Education cannot be seen as a preparation for life but rather an integral part of life itself. Education is a process or system that consists of several components. The smooth running of these components will bring smoothness to the educational process which determines the success or failure of education itself. In the educational process, learning activities are the most important activities, meaning that whether or not educational goals are achieved depends on the learning process. In achieving this learning achievement, there are two factors related to student learning achievement at school, namely internal factors and external factors. Internal factors are factors that come from within students, including intelligence, motivation, interest, talent, physical condition, attitude, student habits and so on. While external factors are factors that come from outside students including socio-economic conditions, environment, relationships, facilities and infrastructure, teachers and teaching methods, educational interactions and so on.

In the school environment, social interactions that occur are closely related to friendship relationships. Social interactions that occur in each student will form a group

called a peer group which consists of peers who are within a certain scope and have characteristics that become the identity of the group. In peer groups, no organizational structure is important, but among group members there is a sense of responsibility for the success and failure of the group. In a peer group, friends are a mirror that can give a close picture of oneself, sometimes even adolescents can be given an identity based on who they are friends with. Motivation needs to be grown in students in order to be able to provide encouragement for students in relation to learning activities. Motivation and learning are two things that influence each other in determining the high and low student achievement. Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, and hope for ideals. Meanwhile, the extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities (Syah, 2008). Learning achievement is influenced by various factors without reducing the role and factors that exist, social interaction in peer groups and learning motivation are two factors that have a close relationship in influencing student learning achievement. Based on the description above, research on "The Relationship between Social Interaction in Peer Groups and Learning Motivation" was conducted.

In social interactions in peer groups, the behavior of one child affects, changes, or improves the behavior of another child or vice versa and this relationship occurs between children and other children who are relatively the same age or peer. Related to the learning process, social interaction in peer groups plays a role in changing, influencing, or improving student behavior in participating in the learning process. As one of the factors that comes from within students that determines success in achieving learning achievements, motivation has a very important role. In learning activities, motivation can be said to be a driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved. This opinion is reinforced by the opinion of Suryabrata (2004) which states that motivation is a condition in a person's personality that encourages individuals to carry out certain activities in order to achieve goals (Djaali, 2009: 101). Motivation can function as a driver of effort and achievement. Someone makes an effort because of motivation. The existence of good motivation in learning will show good results because the function of motivation is as a driver, driver and director of action (Djamarah, 2000: 156).

According to H. Bonner (in Gerungan 2010: 62) states that, Social Psychology, which in outline reads as follows: Social interaction is a relationship between two or more human individuals, where the behavior of one individual affects, changes, or improves the behavior of another individual, or vice versa. This formulation accurately describes the reciprocal continuity of social interactions between two or more humans. Based on the above opinion, peers are people of approximately the same age and maturity level in a social environment, as well as families who will direct individuals towards good behavior and think and act together. So it can be concluded that "Peer interaction is a reciprocal relationship between individuals and two or more people with groups of children of approximately the same age level".

B. RESEARCH METHOD

This research is included in a correlational study with a quantitative approach that aims to determine the relationship between research variables. The magnitude or height of the relationship is expressed in the form of a correlation coefficient. Sugiyono (2020: 7) states “ex post facto assessment is a study conducted to examine events that have occurred and then trace back to find out the factors that can cause these events.” This research was conducted to determine the strength or weakness of the relationship between group work and thematic learning outcomes, the relationship between peer social interaction and thematic learning outcomes, the relationship between group work and peer social interaction, and the relationship between group work and peer social interaction with thematic learning outcomes of fifth grade students of SD Negeri Se-kecamatan Kedaton.

C. RESULT AND DISCUSSION

The hypotheses in this study are:

Ha : $r \neq 0$, there is a positive and significant relationship between peer social interaction and learning outcomes.

Ho : $r = 0$, means there is no positive and significant relationship between peer social interaction and learning outcomes.

Table 24. Product Moment Correlation Test Results (X₂, Y)
Correlations

		LEARNING OUTCOMES	PEER INTERACTION
LEARNING OUTCOMES	Pearson Correlation	1	.758
	Sig. (2-tailed)		.009
	N	104	104
PEER INTERACTION	Pearson Correlation	.758	1
	Sig. (2-tailed)	.009	
	N	104	104

Based on table 24, the correlation coefficient price is 0.758 with a significance of 0.009. If the significance > 0.05 then Ha is accepted so that there is a significant relationship between peer social interaction and learning outcomes.

Based on the calculation of the second hypothesis test in this study, the results of the correlation coefficient between (peer social interaction) and variable Y (learning outcomes) with “strong” criteria because these results are in the strong range, seen in the correlation coefficient interpretation criteria. Peer social interactions at school that occur during teaching and learning activities in the classroom and outside the classroom have an important role in improving learning outcomes.

They will interact with each other between students and their peers. In the context of child development, peers are children of approximately the same age or maturity level,

peers as a social group are often defined as all people who have social similarities or who have similar characteristics, such as similar age levels.

Rifa'i & Anni (2015) say that if children are well accepted by their peer groups, pleasant emotions will dominate, whereas if children are rejected or ignored by peer groups, unpleasant emotions will dominate. In learning activities there is a process of interaction between peers that can shape student confidence and changes in learner behavior. If students have an unfavorable relationship with their peers, it will affect the formation of the student's self-concept and self-confidence and then will also have an impact on the learning process which automatically affects learning outcomes.

This is relevant to the research of Dita Ayu Mawarni (2019) that there is a relationship between peer social interaction and the learning outcomes of grade V students of SDN Diponegoro Gugus Semarang city and in accordance with the hypothesis of this study, namely there is a positive and significant relationship between peer social interaction and the learning outcomes of grade V students of public elementary schools.

D. KESIMPULAN

Based on the results of the data analysis that has been carried out, there is a positive and significant relationship between social interaction with peers and learning outcomes of grade V students in public primary schools, as shown by the correlation coefficient of 0.758. This correlation coefficient is in the "strong" category, which indicates that social interaction with peers plays an important role in influencing learners' academic achievement.

Peer social interaction is a dynamic process in which students interact, communicate and influence each other in a learning environment. This strong relationship between social interaction and learning outcomes suggests that the better the quality of social interaction between students, the higher their academic achievement. This finding reinforces the understanding that learning is not only dependent on individual internal factors such as motivation and cognitive ability, but also influenced by external factors such as the social environment in which students are located.

Positive social interactions, such as cooperation, group discussions and mutual support in the learning process, can help learners to understand the subject matter better, develop critical thinking skills and increase confidence in learning. In addition, these interactions also help students to feel more engaged and motivated in learning activities, which in turn contributes to improved learning outcomes. Therefore, it can be concluded that a conducive social environment and positive peer interactions are important factors that educators need to consider in order to improve student learning outcomes.

The implication of this finding is that it is important for teachers, parents and school authorities to pay more attention to and encourage healthy social interactions among students. Teachers can implement learning strategies based on group work and class discussions to facilitate constructive social interactions. Parents are also expected to support their children in building positive relationships with peers. Meanwhile, schools can create an environment that supports collaboration among students through various extracurricular activities and programs that involve teamwork. Thus, the results of this study confirm the important role of peer social interaction in learning, and provide guidance

for educators and parents in creating an environment that supports students' academic and social development.

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