

Peer Social Support Enhances a Student's Motivation to Engage in Studying

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DOI: ...

Key Words:

social support
peer
learning motivation
peer interaction
teachers key

Received : ...

Revised : ...

Accepted : ...

Published : ...

Abstract

This study was carried out at SMPS IT AL-HUSNA, located in the Siak Hulu district of Kampar, Indonesia. The research focused on students in the ninth grade and aimed to examine the impact of peer social support on students' willingness to learn. This research employs a quantitative strategy utilising the correlation approach. A questionnaire was distributed to 120 students to gather responses. Some students continue to experience a lack of social engagement with their peers, leading to feelings of loneliness and isolation. This generates a perception of disparity among classmates, which has a negative impact on the student's motivation to learn, leading to a decrease in their learning drive. The decline in motivation serves as a significant indicator for the necessity of fostering peer-to-peer comprehension in order to effectively engage in interactions both within and beyond the classroom, encompassing intellectual, social, and behavioural aspects. Enable the instructor to offer assistance in promoting comprehension, as well as implementing strategies to enhance peer involvement, motivation, and opportunities for future student achievement. Descriptive statistical analysis is employed to characterise respondent profiles and address research inquiries by quantifying the mean and standard deviations. The determination coefficient value of 78% demonstrates a substantial influence of peer social support on student learning motivation. It signifies that as the level of social assistance from peers rises, the level of motivation among pupils to acquire knowledge would also increase. Facilitating teachers in fostering peer-to-peer engagement through interactive activities among students will enhance motivation in classroom learning.

To cite this article: Hayati, N., Ismail, M. & Zukri, P. (2025). Peer social support enhances a student's motivation to engage in studying. *Global Perspectives in Education Journal*. Vol 1 (1), 71-79.

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Introduction

Adolescence refers to the period of growth and maturation that occurs after an individual has progressed from infancy to adulthood. The adolescent period spans from 12 to 20 years of age. Adolescents typically desire liberation from parental authority, although they experience apprehension while attempting to assume the responsibilities associated with independence. While parents undoubtedly have a significant influence on their adolescent children, it is commonly observed that peers assume a greater significance throughout adolescence compared to childhood. The interplay of peer relationships significantly impacts the growth and maturation of teenagers. One example is the provision of peer-to-peer social support to enhance an individual's motivation for learning.

Motivation is the fundamental driving factor that propels individuals to achieve their goals. Motivation is influenced by subtle forces that originate both internally and externally to the individual. Pupils who lack interest or fail to perceive the significance of their learning may experience disruptions in class due to divergent values and aspirations among pupils. Motivation is essential for students to achieve their intended goals. Without motivation, students are unable to reach their full potential. (Bouchkioua & Mokhlesse, 2021).

In the context of learning, motivation refers to the internal drive within a student that initiates and sustains their engagement in learning activities. It provides purpose and direction to their study efforts, ultimately enabling them to achieve their desired goals. This motivation is fueled by the curiosity and thirst for knowledge that guides and influences the student's drive to study, resulting in genuine learning and motivation for achievement. (Wang, 2023; Abildina et al., 2023).

According to Ma et al, (2023), peer tutoring is the concept that students who assist one another in their learning process will have a substantial impact on their social and academic development. This study indicates that peers can contribute to academic accomplishment by mitigating bad behaviours, enhancing learning abilities, and fostering social interaction skills. Peer social support is intricately connected to the behaviour, motivations, and personalities of other persons. Students who engage in non-full-day schooling do not receive the same level of social support from their peers as those who do. Peers have a significant role in the learning process, since they have a strong influence and can provide the necessary motivation for enhanced academic performance.

To enhance students' learning motivation, it is crucial to provide a social and collaborative atmosphere facilitated by technology. The significance of learning, especially in the context of today's technology, is underscored by the assistance of peers and social presence. In this scenario, it is anticipated that peers will serve as advocates during the learning process, especially in the context of online learning. Emphasising the significance of peer social support in the integration of technology-based collaborative learning, as it plays a crucial role in fostering learning motivation. (Bacchus & Wallace, 2024).

To effectively enhance students' learning motivation, it is essential to engage in both distant and proximate interactions. Deyab's study indicates that student

engagement has a significant impact on their learning motivation, particularly among high school or secondary school students, as observed by the nature of their interaction. [Ma et al, \(2023\)](#), argued that the absence of peer social support leads to decreased desire for learning, which supports this argument. Those who participate in remote contacts will exhibit distinct learning motivation compared to those who engage in face-to-face interactions. The contact among classmates has a significant impact on pupils' motivation to learn. These interactions will impact aspects like persistence, perseverance, interest, hard work, ingenuity, tenacity, and conviction. ([Battile & Diab, 2022](#)).

Currently, numerous research are being conducted to examine the impact of peer social support on enhancing students' learning motivation in Indonesia. The study conducted by [Tito Hidayanti \(2016\)](#), examined the correlation between social support from peers of the same age and the motivation to learn among students in Class VII MTS ALYASINI Pasuruan. The research was carried out at the Faculty of Psychology of Islamic State University Maulana Malik Ibrahim, Malang. Through the utilisation of quantitative research methods, the objective is to investigate the extent of social support among peers and the level of learning motivation in students. [Panji Wicaksono \(2021\)](#), conducted a study on the influence of social support among peers of the same age on enhancing motivation for studying in Jatisawit village, Bumiayu district, Brebes. The study was conducted as part of the guidance and Islamic counselling programme at the Faculty of Dakwah, UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Utilising quantitative research methods, the objective is to investigate the influence of peer social support on learning motivation, which significantly enhances academic achievement.

[Hari Santoso \(2012\)](#), conducted a quantitative research study to examine the impact of same-age peers on the motivation of Class X pupils in the King Galuh District of Majalengka. The objective of this study is to determine the factors that drive learning motivation, with a particular focus on the significant impact of peer influence on learning motivation. [Rizka Adinda \(2018\)](#), conducted a study on the influence of friends on the motivation to learn among 12th grade students at AL-MUSLIM High School in Bekasi. Through the utilisation of quantitative research methodologies. The objective of this study was to examine the substantial beneficial transformations in the influence of peers on motivation in the process of learning.

[Ratih Anjaswari \(2021\)](#), conducted a study in Pekanbaru that examined the correlation between social support from peers of the same age and the overall well-being of kids in school. Through the utilisation of quantitative research methodologies. The goal of this study is to determine the correlation between peer social support and the influence it has on the well-being of kids in school, specifically in terms of increasing their drive to learn.

Despite the findings of studies indicating that peer-to-peer social support enhances student motivation, the issue persists. The researchers observed the 9th grade students at SMPS IT AL-HUSNA Siak Hulu district of Kampar and identified a problem with their learning motivation. The problem is that the students lack motivation to learn because they do not have a desire to acquire knowledge and understanding, which are essential for achieving academic success. Additionally, the

students also lack social interaction with their peers, which further hampers their motivation to learn. Adolescents who experience rejection or neglect from their peers may experience feelings of loneliness and hostility, leading to a decrease in their self-esteem and a subsequent decline in their drive to learn. Adolescents who have a large social circle are often more equipped to handle normal changes and advancements in their quality of life, such as greater drive to learn, in comparison to those who lack peers.

Research Method

Bhardwaj (2019), defines samples as subsets of a population that are used to represent the overall quantity and characteristics of the population. The sampling technique employed is proportionate stratified random sampling, which involves selecting the sample based on the different layers or strata within the population. According to Gay and Diehl (1992), and Raifman et al, (2022), increasing the number of samples improves the representativeness of the results and allows for generalisation. The number of samples has been modified based on a population of 120 individuals, following the sample size determined by Krejcie (1970). In order to achieve equitable allocation of computations across all classes.

Xiong (2022), defined quantitative research as a systematic approach to examining the connections between numerical variables in order to evaluate specific ideas. This method involves analysing the data using statistical procedures. Descriptive analysis is a method used to analyse and elucidate quantitative data, as defined by Darling (2022). It involves examining the frequency, average, standard deviation, and percentage of each item, as well as the background of respondents, through the use of descriptive analytics. Correlation is a statistical measure used to assess the linear relationship between two variables. A high "R" value signifies a robust correlation between the two variables under investigation, and conversely.

Results and Discussion

A. Descriptive Analysis

Tabel 1. Descriptive

Variabel	N	Mean	SD	Interpretation
Social Support of Peers (X)	120	3.54	0.724	Height
Learning Motivation (Y)	120	4.16	0.712	Height

The descriptive statistical analysis provides insight into the level of peer social support and learning motivation among the sampled students. The results indicate that peer social support (X) has a mean score of 3.54 with a standard deviation of 0.724, which suggests that students generally perceive a high level of support from their peers. A standard deviation of 0.724 indicates a moderate variation in responses, suggesting that while most students experience peer social support, there are some differences in individual perceptions. Similarly, learning motivation (Y) has a mean score of 4.16, which is higher than that of peer social support, with a standard deviation

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of 0.712. This implies that students, on average, report a strong motivation to engage in studying. The relatively low standard deviation indicates that students' motivation levels are fairly consistent.

The interpretation of both variables as "High" suggests that peer social support plays a significant role in fostering students' motivation to study. A higher mean score in learning motivation compared to social support may indicate that while peer support is a contributing factor, other influences such as personal goals, teacher encouragement, or academic pressure also play a role in shaping students' motivation.

These findings align with previous research indicating that social interactions and peer encouragement create a positive learning environment, ultimately enhancing academic motivation (Qureshi et al., 2023). The strong presence of peer social support likely fosters collaborative learning, reduces academic stress, and increases student engagement, which translates into higher motivation to study.

B. Analysis of Determination Coefficient (R^2)

Table 2. Determination Coefficient (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883a	0.78	0.778	2.49298

The coefficient of determination (R^2) is a key statistical measure that explains how well the independent variable (peer social support) predicts the dependent variable (learning motivation). In this study, the R-value is 0.883, indicating a strong positive correlation between peer social support and students' motivation to engage in studying. The R^2 value of 0.78 suggests that 78% of the variance in students' learning motivation can be explained by peer social support. This implies that peer interactions, encouragement, and emotional or academic support play a significant role in enhancing student motivation. The remaining 22% of the variance may be influenced by other factors such as personal goals, teacher support, self-efficacy, or family encouragement. Additionally, the Adjusted R^2 value of 0.778 is slightly lower than the R^2 value, indicating a minimal adjustment due to the number of predictors in the model.

These findings reinforce the critical role of peer relationships in academic settings. When students receive encouragement, guidance, and a sense of belonging from their peers, they are more likely to stay engaged, develop positive study habits, and remain motivated in their academic pursuits (Wentzel, 2020). This supports existing research in educational psychology, which highlights the importance of social influences on student learning behaviors.

C. Simple Linear Regression Analysis

Table 3. Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	25.268	2.142	11.796	.000

Social Support of Peers (X)	1.385	.068	.883	20.437	.000
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Regression analysis provides insight into the degree to which an independent variable influences a dependent variable. This study employs regression analysis to examine the impact of peer social support variables on student learning motivation. A score of $b=0.883$ indicates that a one-unit increase in the peer support variable results in an 88.3% rise in the motivation learning variable.

Conclusion

The impact of peer social support on students' learning motives is evident in the findings of descriptive statistical analysis, particularly among students with a higher level of interpretation. Here, it is evident that the student's motivation to learn would rise as they receive greater encouragement from their peers. Peers' social support exerts a predominant influence of 78%, with the remaining 22% being influenced by other factors. The correlation between peer social support and student motivation is 88.3%, falling within the range of 0.80-1.00, indicating a very strong relationship. It can be predicted that when students in class IX receive peer support, their learning motivation will increase by 88.3%. Conversely, if they do not receive peer social support, their learning motivation will decrease by 88.3%. The author of this study suggests the input that follows:

- Peer students should maintain mutual support to sustain motivation in learning, value peer communication, and exchange information through learning platforms such as classroom or extracurricular discussions.
- Teachers should provide guidance to students to foster positive relationships between peers, enabling them to support each other in learning. Teachers should also understand students' learning styles to facilitate emotional learning coordination, thereby enhancing classroom interaction and promoting effective communication among students.

Acknowledgements

The author wishes to extend his appreciation to IT SMPS AL-HUSNA Chairman Siak Hulu District of Kampar Indonesia, who generously sponsored this research, as well as all those who assisted in providing space and facilitating the data gathering procedure.

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