

## THE INFLUENCE OF PEERS AND LEARNING MOTIVATION ON STUDENTS' LEARNING OUTCOMES IN THE SUBJECT OF SOCIAL SCIENCES IN GRADE VIII

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### ABSTRAK

Penelitian ini bertujuan untuk memperoleh wawasan mengenai pengaruh hubungan antar teman sebaya dan motivasi belajar terhadap hasil belajar siswa dalam mata pelajaran Ilmu Sosial di SMP Negeri 6 Pematangsiantar. Penelitian ini bersifat kuantitatif dengan pendekatan deskriptif. Populasi penelitian adalah seluruh 209 siswa kelas VIII SMP Negeri 6 Pematangsiantar. Ukuran sampel adalah 137 siswa. Teknik pengambilan sampel yang digunakan adalah simple random sampling. Teknik pengumpulan data yang digunakan adalah kuesioner. Hasil penelitian ini menyatakan bahwa: 1) Terdapat pengaruh positif dan signifikan antara teman sebaya terhadap hasil belajar, hasil ini dapat dilihat pada uji t di mana nilai t hitung teman sebaya ( $1,952 < t \text{ tabel } (1,656)$ , dan nilai signifikansi ( $0,04 > \alpha (0,05)$ ) yang berarti variabel tersebut signifikan. 2) Terdapat pengaruh positif dan signifikan antara motivasi belajar terhadap hasil belajar, hasil ini dapat dilihat pada uji t di mana nilai t hitung motivasi belajar ( $2,530 > t \text{ tabel } (1,656)$  dan nilai signifikan ( $0,03 < 0,05$ ) yang berarti variabel tersebut signifikan. 3) Teman sebaya dan motivasi belajar bersama-sama memengaruhi hasil belajar siswa, hasil ini dapat dilihat pada uji F di mana nilai F hitung ( $4,09 > \text{nilai F tabel } (3,06)$ ). Koefisien determinasi R-kuadrat ditemukan sebesar 0,416, menunjukkan bahwa variabel kelompok teman sebaya dan motivasi belajar memengaruhi hasil belajar siswa dalam mata pelajaran IPS kelas VIII di SMP Negeri 6 Pematangsiantar sebesar 41,6%. Sisanya 58,4% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini..

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**Kata Kunci:** Rekan Sejawat, Motivasi Belajar, Hasil Belajar

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**ABSTRACT**

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*This study aims to gain insight into the influence of peer relationships and learning motivation on student learning outcomes in Social Studies at SMP Negeri 6 Pematangsiantar. This research is quantitative with a descriptive approach. The population was all 209 grade VIII students of SMP Negeri 6 Pematangsiantar. The sample size was 137 students. The sampling technique used was simple random sampling. The data collection technique used was a questionnaire. The results of this study state that: 1) There is a positive and significant influence between peers on learning outcomes, these results can be seen in the t test where the t count value of peers (1.952) < t table (1.656), and the significant value (0.04) >  $\alpha$  (0.05) which means that the variable is significant. 2) There is a positive and significant influence between learning motivation on learning outcomes, these results can be seen in the t test where the t count value of learning motivation (2.530) > t table (1.656) and the significant value (0.03 < 0.05) which means that the variable is significant. 3) Peers and learning motivation together influence student learning outcomes, these results can be seen in the F test where the F count value (4.09) > F table value (3.06). The R-square coefficient of determination test was found to be 0.416, indicating that peer group variables and learning motivation influenced student learning outcomes in social studies for grade VIII students at SMP Negeri 6 Pematangsiantar by 41.6%. The remaining 58.4% was influenced by other variables not examined in this study.*

**Keyword:** Peers, Learning Motivation, Learning Outcomes

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**1. INTRODUCTION**

Education is one of the most important factors in determining the progress and decline of a nation. A person can learn many things through education, one of which is developing a good personality. This is in accordance with the essence of education as stipulated in Article 1, Paragraph 1 of Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Hutagalung, 2023).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state (Alkadri, Dahen, & Verawati, 2021).

With the existence of this law, from time to time education must become a priority and become an orientation for development efforts, both in terms of facilities and infrastructure, as well as in terms of materials and achievements. The development of education in Pematangsiantar City is currently showing significant progress. The Pematangsiantar City Government is committed to improving the quality of education through various efforts. In addition, the Pematangsiantar Education Office is also holding Technical Guidance (Bimtek) on Computer Use to increase the capacity of educators and non-formal education administrators. Thus, Pematangsiantar strives to create a healthy, prosperous, and high-quality city through quality education.

According to Moh Roqib (Arista, 2021) education is the process of transforming knowledge toward improving, strengthening, and perfecting all human potential. Meanwhile, Maruni (Swid, 2022) states that education is a teaching and learning process that can produce desired behavioral changes.

Learning means changing behavior. This change is not only related to knowledge but also to the development of discipline, competence, skills, attitudes, self-esteem, character, and self-adjustment. The success of this learning process can be measured through learning outcomes. Learning outcomes are students' ability to achieve a certain level of learning experience in a basic curriculum. Learning outcomes are also the primary benchmark and indicator of learning success, demonstrating the extent to which students have acquired knowledge, understanding, skills, and attitudes during the learning process. Improving student learning outcomes is the primary goal of every learning activity in schools. However, in practice, many students still experience difficulties in achieving optimal learning outcomes. This can be caused by various factors, both internal and external. Internal factors that can influence learning outcomes include learning motivation, learning interest, learning readiness, learning discipline, learning style, and student health. External factors that also need to be considered are the quality of learning, the school environment, peers, family support, and the student's socioeconomic status.

Uno (Nani, Hartatik, Karimah, Arahman, & Hafiyah, 2020) states that learning outcomes are learning experiences gained by students in the form of certain abilities. Learning outcomes can be seen from the results obtained by students during the learning process, whether they have achieved the intended goals or not. If the learning results of the participants themselves are above the average of the learning objective achievement criteria (KK TP) , then the participants themselves have achieved their learning objectives and all the results.

In assessing student learning outcomes, there are categories used to determine the range of scores obtained by students in a specific periodic setting, for example, semester or daily complete (Oktariani, Munir, & Aziz, 2020). There is a Range of Scores for Knowledge and Predicates in Class VIII at SMP Negeri 6 Permatangsiantar for the 2025/2026 Academic Year, which can be seen in Table 1.1.

**Table 1. Assessment Criteria**

Interval	Predicate Value	Information
90-99	A	Very good
89-80	B	Good
79-75	C	Enough
<75	D	Need guidance

*(Source: SMP Negeri 6 Pematangsiantar)*

In order to monitor and improve student learning outcomes, teachers conduct regular and ongoing learning evaluations. According to one teacher interviewed by the researcher, despite regular and ongoing learning evaluations, students' midterm exam results were still unsatisfactory (Sari & Arjanggi,

2020). Teachers have made various efforts to improve student learning outcomes, including providing constructive feedback, providing additional learning resources, and conducting remedial classes for students experiencing difficulties. Teachers expect that 90% of all eighth-grade students will get an A on the social studies midterm exam. However, in reality, the midterm exam results show that many students have not achieved the expected competency standards. This is evidenced by the scores obtained, where the majority of students received a D (Maris & Listiadi, 2021).

Based on observations conducted by the observer on the learning outcomes of class VIII students in the IrPS subject SMP Negeri 6 Permatangsirantar for the 2025/2026 academic year shows that student learning outcomes are still quite low (Siregar, Menanti, & Hasanuddin, 2022). This is evident from the large number of students who still fail to pass the final exam (KK TP) . This can be seen from the mid-term exam (UTS) failure data for even semester students in grade VIII of SMP Negeri 6 Permatangsirantar for the 2025/2026 academic year, which the author attaches in tablebelow:

**Table 2. Percentage of Mid-Term Exam Completion Scores for Even Semester Students in Grade VIII of Middle School State 12 Pematangsiantar TA 202 5/2026**

CLASS	NUMBER OF STUDENT S	A (Very good) 90-99	B (Good) 89 -80	C (Enough) 79 -75	D (Need Guidance) < 75
VIII-1	30	7	5	4	15
VIII-2	30	5	3	3	17
VIII-3	31	3	4	5	18
VIII-4	30	2	8	3	16
VIII-5	32	2	2	4	23
VIII-6	28	1	5	6	20
VIII-7	28	2	3	7	16
<b>AMOUNT</b>	209	22	30	32	125
<b>PERCENT (%)</b>	100%	10.5%	14.3%	15.3%	60%

Based on the table above, it can be seen that the results of the even semester UAS for the IrPS subject are still h r There are many students who have not achieved the KK TP, namely 7.5 . Of the total class VIII, which is 209 students , there are 10.5% of students who get a Very Good grade (A), 14.3% of students get a grade (B), 15.3 % of students get a sufficient grade (C), and 60% of students get a grade that requires guidance (D) . This shows that there are still some students who have not achieved optimal learning outcomes, namely 125 students (60 % ), especially in the subject of Social Studies (Paywala, Sunaryanto, & Utomo, 2022). The reasons for the low learning outcomes are the reasons why this needs to be researched.

There are many factors that cause students' learning outcomes to be unsatisfactory, including peer relationships and a lack of motivation to learn. Peers Peers are friends of the same age, also known as friends of the *same age* , both at school and at home, such as playmates, classmates, and the like. The quality of peer relationships has a significant influence on fostering a student's desire to learn (Rufaida & Kustanti, 2018).

Based on the researcher's observations during the observation at SMP Negeri 6 Pematangsiantar, the researcher found that there were phenomena related to peers and student learning outcomes at school, as follows:

- 1) There are some students who disturb their deskmates.
- 2) There are several students who copy their friends' assignment answers.
- 3) There are still some students who are not diligent in studying, because they are influenced by their peers who are lazy about studying.

Based on the above phenomena, there is a gap between peer relationships and student learning outcomes. Positive peer relationships will have a positive impact, while negative relationships will negatively impact students. Sometimes students prefer to imitate the styles and behaviors of their peers. For example, a student who is friends with a diligent student will also be diligent, and vice versa (Kadeni, 2018).

Besides peers, other factors are thought to influence students' learning outcomes. Unsatisfactory learning motivation. Learning motivation is a conscious effort to influence a person's behavior so that they are moved to do something to achieve certain results and goals. Motivation is also a willingness, desire, and wish to encourage someone to do something (Susanti, Matsum, & Purwaningsih, 2016).

Strong learning motivation drives students to study diligently, which ultimately translates into positive learning outcomes. Someone with high motivation will study harder, while someone with low motivation will do the opposite. Motivated students can study diligently, which improves learning outcomes. Therefore, motivation should be instilled in students so they feel happy to follow the lessons taught by their teachers at school.

Related to that, based on the researcher's observation during the observation, the researcher saw that the learning motivation of class VIII students at SMP Negeri 6 Permatangsiantar was still very low. This can be seen from the many students who chatted with other students when the teacher explained the learning material, passive students in learning, taking their own work when the teacher explained the material, not preparing themselves to learn/not looking for additional learning resources, students falling asleep during the learning process, many students work in the canteen when the learning process is taking place and there are still many students who do not want to participate in the learning process (Muttaqin, Noviani, & Sudarno, 2022).

Based on the results of the observations that the researcher conducted at SMP Negeri 6 Pematangsiantar and the phenomena that have been explained above, the researcher is interested in conducting a study entitled *The Influence of Peers and Learning Motivation on Student Learning Outcomes in Social Studies Subjects for Class VIII of SMP Negeri 6 Pematangsiantar in the 2025/2026 Academic Year*.

## 2. METHOD

The type of research used in this study is quantitative research with a descriptive approach, namely a method that accurately describes the conditions that occur related to facts, characteristics, and relationships between the conditions described. Sugiyono (Ndraha & Harefa, 2023) states that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research specific populations or samples, data collection using research instruments, and data analysis is quantitative/statistical, with the aim of testing the established hypothesis. The descriptive approach was chosen because this study aims to provide a clear and systematic picture of the influence of peers and learning motivation on student learning outcomes. This approach allows researchers to identify patterns

of relationships between variables and present data objectively through tables, graphs, and descriptive statistical analysis (Handayani & Syahrini, 2019).

The random variable is used to find out the relationship between dependent variables and independent variables, where in the random variable there are two dependent variables (X), namely: Peers (X1), Learning Motivation (X2) and dependent variables, namely: Learning Outcomes (Y). In accordance with the title of the research proposal, namely the Influence of Peers and Learning Motivation on Student Learning Outcomes in Social Studies Subjects of Class VIII SMP Negeri 6 Pematangsiantar. SMP Negeri 6 Pematangsiantar was chosen as the research location because based on initial observations, it was found that there was a phenomenon of peer variation and student learning motivation, which was thought to influence the learning outcomes of Social Studies subjects. This variation provides an opportunity to analyze the relationship between the two variables in more depth.

This research will be conducted in the odd semester of the 2025/2026 academic year, starting with the submission of the proposal title. According to Sugiyono (2021:126), the population is the entire element that will be used as a generalization area. The population element is the entire subject to be measured, which is the unit being studied. Furthermore, according to Ririn Handayani (Sidik & Sobandi, 2018) the population is the totality of each element to be studied that has the same characteristics, which can be individuals from a group, events, or something to be studied.

Based on the opinions of the experts above, researchers can conclude that a population is an object/subject that has certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn from a study. The population in this study is all eighth grade students of SMP Negeri 6 Pematangsiantar for the 2025/2026 academic year, consisting of 7 classes with a total of 209 students.

Sugiyono (Simanjuntak, 2019) states that a sample is a subset of the population's size and characteristics. Sampling is carried out due to limited funds, manpower, and time, so researchers can use samples drawn from the population. Sampling is carried out not only because of limited funds, time, and manpower, but also because of the very large population size, the homogeneity of its members, and the need to accurately describe the population through the sample (Rojanah, 2021).

The sampling technique in the selection of samples uses a probability sampling technique with a simple random sampling type. According to Sugiyono (Sukma, Komariyah, & Syam, 2017) probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a sample member.

Simple random sampling is a sampling technique that is carried out randomly and does not consider certain characteristics or strata in the population

### 3. RESULTS AND DISCUSSION

SMP Negeri 6 Pematangsiantar is a public school that was established on April 1, 1977 with a land area of 6,930 M<sup>2</sup>. Currently, SMP Negeri 6 Pematangsiantar is located at Jalan Merantiujung No. 151, Kahean, North Siantar District, Pematangsiantar City, North Sumatra. The curriculum set in daily learning is the Independent Curriculum. In this school there are classrooms, teacher's offices, administration rooms, principal's office, vice principal's office, vice principal's office, PKS room, library, Islamic religious room, guidance and counseling room (BK), sports field, and student toilets. In addition to fulfilling existing facilities, this school also always strives to keep up with existing developments in order to continue to improve the potential of its teachers, staff and students (Maiyanti & Pradikto, 2025).

**Hypothesis Testing**

**Multiple Regression Analysis Test**

Multiple regression analysis is an analysis used in hypothesis testing based on the provision that if the significance value is  $<0.05$ , it can indicate the influence of Variable X on Variable Y. This analysis is processed when the research data is declared normal with the aim of determining the presence of a significant influence (Hutagalung, 2023). The following are the results of multiple linear regression:

**Table 3. Multiple Regression Analysis**

Summary Output	
<i>Regression Statistics</i>	
Multiple R	0.1271
R Square	0.4161
Adjusted R Square	0.0015
Standard Error	10,3609
Observations	137

Hypothesis testing was carried out with a significance level of 5% with the provisions  $F_{hitung} > F_{tabel}$  then  $H_{a3}$  accepted. From the calculation, there is  $F_{hitung} = 4.09 > F_{tabel} = 3.06$ , so the conclusion is  $H_{a3}$  accepted  $H_{03}$  and rejected. This means that both independent variables jointly influence variable Y (learning outcomes).

$$Y = \alpha + \beta_1 \cdot X_1 + \beta_2 \cdot X_2 + e$$

$$Y = 85.35 + 0.21X_1 + 0.45X_2 + e$$

In the multiple linear regression analysis, a constant value of 85.352 was obtained. The regression coefficient for the Peer variable ( $X_1$ ) is 0.217. This means that if the independent variable ( $X_1$ ) changes by one unit, the Y variable will change by 0.217, assuming the other independent variables are constant. This means that if the peer result is increased by one value, student learning outcomes will increase by 21.7%.

The regression coefficient for the Learning Motivation variable ( $X_2$ ) is 0.454. This means that if the independent variable ( $X_2$ ) changes by one unit, the Y variable will change by 0.454, assuming that other independent variables are constant. This means that if the learning motivation result is increased by one value, student learning outcomes will increase by 45.4% (Cleopatra, 2015).

**Partial Test (t-Test)**

The t-test is used to show how far the influence of one variable is explanatory or independent variables individually in explaining the dependent variable. Urmturk assesses whether each independent variable significantly influences the dependent variable. One way to conduct a partial t-test is by comparing the t-statistic value with the t-table. The criteria used are as follows:

1.  $H_0$  is accepted if the value  $t_{hitung} \leq t_{tabel}$  or the sig value  $> \alpha$
2.  $H_0$  is rejected if the value  $t_{hitung} \geq t_{tabel}$  or sig value  $< \alpha$

To find the value,  $t_{tabel}$  the formula  $df = nk - 1$  is used where  $n = 137$  and  $k = 2$  so that  $df = 137 - 2 - 1 = 134$  at the  $\alpha$  level = 0.05. From this calculation, it  $t_{tabel}$  is 1.656.

**Table 4. Partial Test (T-Test)**

ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance</i>			
					<i>F</i>			
<b>Regression</b>	2	236,0435	118,022	4,0994	0.0460			
<b>Residual</b>	134	14384,6718	107,348					
<b>Total</b>	136	14620,7153						

  

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
<b>Intercept</b>	85,3529	7,9747	10,7029	0.0000	69,5803	101,1255	69,5803	101,1255
<b>X1</b>	0.2172	0.0858	1,9520	0.0407	-0.2969	0.0425	-0.2969	0.0425
<b>X2</b>	0.4547	0.1033	2,5302	0.0369	-0.1495	0.2590	-0.1495	0.2590

From the table it can be seen that the test results for the peer variable (X1) show a value  $t_{hitung}$  of 1.952 and the value  $t_{tabel}$  obtained is 1.656, so it can be concluded that  $t_{hitung} = 1.952 > t_{tabel} = 1.656$ . Then the

$P - value$  is  $0.04 < \alpha = 0.05$ . Thus it can be seen that:

1. Based on the analysis results, the peer variable (X1) has a positive regression coefficient and a value  $t_{hitung}$  greater than  $t_{tabel}$ , indicating that the peer variable (X1) has a positive effect on the learning outcome variable (Y).
2. Then, looking at the  $P - value$ , the peer variable (X1) has a  $p - value$  that is smaller than 0.05 ( $0.04 < 0.05$ ). This shows that the influence of the peer variable (X1) on the learning outcome variable (Y) is statistically significant.

So, from this analysis, it can be concluded that peers (X1) have a positive and statistically significant influence on student learning outcomes.  $H_{01}$  rejected,  $H_{a1}$  accepted.

For the learning motivation variable (X2) shows a value  $t_{hitung}$  of 2.530 and the value  $t_{tabel}$  obtained is 1.656, it can be concluded that  $t_{hitung} > t_{tabel}$  ( $2.530 > 1.656$ ). Then the  $P - value$  is  $0.03 < \alpha = 0.05$ . Thus it can be seen that:

1. Based on the analysis results, the learning motivation variable (X2) has a positive regression coefficient and a value  $t_{hitung}$  greater than  $t_{tabel}$ , indicating that the learning motivation variable (X2) has a positive effect on the learning outcome variable (Y).
2. Then, looking at the  $P - value$ , the peer variable (X1) has a  $p - value$  that is smaller than 0.05 ( $0.03 < 0.05$ ). This shows that the influence of the learning motivation variable (X2) on the learning outcome variable (Y) is statistically significant.

So from the analysis, it can be concluded that the learning motivation variable (X2) has a positive and significant effect on student learning outcomes statistically. Therefore,  $H_{02}$  it is rejected and  $H_{a2}$  accepted.

**Simultaneous Test (F Test)**

The F test is conducted to determine whether the independent variables together have a significant influence on the dependent variable.

By using a significance level of 0.05 to determine whether or not there is a significant influence simultaneously, the F test is carried out by comparing  $F_{hitung}$  with  $F_{tabel}$ , with the following provisions:

1. If  $F_{hitung} > F_{tabel}$  then  $H_0$  rejected, meaning that the statistical data used shows that all independent variables (simultaneously) have a significant effect on the dependent variable.
2. If  $F_{hitung} < F_{tabel}$  then  $H_0$  it is accepted, meaning that the statistical data used shows that all independent variables (simultaneously) do not have a significant effect on the dependent variable (Budiarti & Haryanto, 2016).

**Table 5. Simultaneous Test (F Test)**

Summary Output	
<i>Regression Statistics</i>	
Multiple R	0.1271
R Square	0.4161
Adjusted R Square	0.0015
Standard Error	10,3609
Observations	137

From the table it can be seen that the test results for the peer variable (X1) shows a value of  $F_{hitung} = 4.09 > F_{tabel} = 3.06$ , so  $H_0$  is rejected and  $H_a$  is accepted. This means that both independent variables together have a positive and significant effect on students' learning outcomes (Y) in the Social Studies subject of class VIII of SMP Negeri 6 Pematangsiantar (Wulandari, Asriati, & Khosmas, 2019).

**Coefficient of Determination Test**

The coefficient of determination (R<sup>2</sup>) test is used to measure how much influence the independent variable has on the dependent variable.

To find the coefficient of determination, use the following formula:

$$KD = R^2 \times 100\%$$

- a. If Kd is zero (0), then the influence of the derperndern variable on derperndern is weak.
- b. If Kd is equal to one (1), then the influence of the variable is irnderperndern terrhadap derperndern kuat (Wiyono3Aminuyati & Dewantara, 2022).

If the adjusted R<sup>2</sup> value is closer to one (1), the better the model's ability to explain the dependent variable.

$$KD = R^2 \times 100\%$$

$$KD = 0.416 \times 100\% = 41.6\%$$

The coefficient of determination (R Square) in table 4.11 is known to be 0.416. This means that 41.6% of peer variables and learning motivation influence student learning outcomes in the subject of Social Studies of Class VIII SMP Negeri 6 Pematangsiantar (Setyaningsih, Rusijono, & Wahyudi, 2020). While 58.4% is the influence of other variables not examined in this study (Andriani, 2016). The results of the analysis above have implications that good peers and learning motivation need to be considered in order to improve student learning outcomes in the subject of Social Studies of Class VIII SMP Negeri 6 Pematangsiantar (Masni, 2017). This is important to increase the contribution of peer variables and learning motivation by 41.6%.

**CONCLUSION**

Based on the research results and discussions outlined in the previous chapter, the following conclusions can be drawn:

- a. There is a positive and significant influence of peers on student learning outcomes, this can be seen in the t-test where the t-value of motivation (1.952) > t-table (1.656) and the significance value is smaller than 0.05 where the significance value is  $0.04 < 0.05$  which means that this variable has a significant partial influence.
- b. There is a positive and significant influence of learning motivation on student learning outcomes, this can be seen in the t-test where the calculated t-value of learning motivation (2.530) > t-table value (1.656) and the significant value is smaller than 0.05 where the significant value is  $0.03 < 0.05$  which means that this variable has a significant partial influence.
- c. Peers and learning motivation jointly influence learning outcomes, this can be seen in the F test where the calculated F value (4.09) > F table value (3.06). The R Square determination coefficient test is known to be 0.416, which means that 41.6% of peer variables and learning motivation influence student learning outcomes at SMP Negeri 6 Pematangsiantar. Meanwhile, 58.4% is the influence of other variables not examined in this study.

### Suggestion

As part of the conclusion of this research, the researcher makes the following suggestions:

- a. Peer relationships and learning motivation have a positive and significant influence on student learning outcomes at SMP Negeri 6 Pematangsiantar. Therefore, to improve student learning outcomes, both factors should be considered. For example, peer relationships in learning are important because they significantly influence student learning outcomes. Learning motivation also significantly impacts learning outcomes in school, as strong motivation allows students to actively participate in the classroom learning process.
- b. For schools to be able to provide guidance to students to further improve their discipline and readiness to learn in order to achieve better learning outcomes.
- c. It is hoped that future researchers can develop this research, such as examining other factors that are not included in this research to find out other factors that influence student learning outcomes.

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