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The Influence of Peer Tutors on Students' Learning Interest at SMPN 19 Jambi

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ABSTRACT

In the learning process, the roles of learning and teaching must be equally balanced, in order to achieve learning goals so as to achieve learning success. Often student learning success is difficult to achieve, because students do not understand the material presented. The use of the right method can foster student learning interest. Through the peer tutor method used it is felt appropriate to increase interest in learning, especially the use of language when explaining to students is easy to understand. The aim of this study was to measure the influence of peer tutors on students' learning interest at SMPN 19 Kota Jambi. The type of research in this study is quantitative using the ex-post facto method. The number of students who were sampled in this study were 72 students consisting of class VII and VIII using purposive sampling technique. The tool used to collect data is a questionnaire instrument. Simple regression analysis is used in analyzing the data in this study. The constant acquisition value is 16.588, which means that if the peer tutor variable has a value of 0 then the interest in learning has a value of 16.588. peer tutors experience an increase of one unit, the interest in learning will increase by 0.859 at a constant of 16.588. Obtained t count > from t table, namely 11,358 > 2,954. Thus, the researcher concluded that Ha was accepted, Ho was rejected, it means that "There Is an Influence of Peer Tutors on Students' Learning Interest at SMPN 19 Kota Jambi".

Keywords: Peer Tutors, Student, Learning Interest

INTRODUCTION

Education is learning knowledge, skills needed by every human being. Education guides and gives direction in future life. Abilities and talents will be honed through education because education allows a person to be guided through teaching and training efforts.

Education, in which there is a teaching and learning process. The roles that learning and teaching should be equally balanced. So that it is in the implementation process to run smoothly and goals can be achieved. To realize the learning objectives there are supporting aspects so as to achieve learning success. One of them is interest in learning. The teacher (who teaches) uses various methods in teaching, so that the material delivered to students (who learns) can be digested and accepted. The use of the right method can foster student learning interest. If the method used is deemed appropriate, the student's learning interest will increase, especially the use of language when explaining to students is easy to understand.

Interest is based on an unlimited desire for something you want. This is appropriate Shah's view (Yusuf, 2013) that interest is a great desire or high excitement for something desired. Attention, interest is an indicator of growing interest in a person. This is in accordance with Safari's view which states that there are four indicators of student interest in learning including feelings of pleasure, interest, attention and involvement of students in learning.

Several factors influence students' interest in learning including internal factors and external factors. Internal and external factors both have an important role in it. Peers are one of the factors that influence the learning process. Through peers, students can understand the lessons easily because the language style is the same and simple. The understanding gained through peers can be said to be peer tutors. This is consistent with the view (Robi Romansyah, Wakhinuddin S, 2018) which states that peer tutoring is a condition in which a student provides understanding, guidance to other students who have learning difficulties.

When experiencing learning difficulties, some students reluctant to ask the teacher during the lesson. Through peer tutors, students become freer to ask questions of each other. With the existing response makes students become more active in learning so that student learning interest will increase.

The results of this research are the quality of peer tutors, interest in learning and whether there is a significant effect of peer tutoring on the learning interest of grade 7 & 8 students of SMPN 19 Kota Jambi.

The purpose of this study is to measure how much the quality of peer tutors and interest in learning, and to reveal whether there is a significant influence of peer tutors on interest learning grade 7 & 8 students of SMPN 19 Jambi City.

Based on the results of observations and interviews with counseling teachers at SMPN 19 Jambi City on January 18-19 2022, data was obtained that

there were students who had not yet completed their assignments, so the grades were blank. given by the teacher, students stated that there was no assignment given. Besides That's the statement of the BK teacher, parents also pay attention to children's assignments, only limited to asking questions, on average attention is given without any assistance, guidance and supervision of the completion of children's assignments. Peer tutors play an important role in this case, through peer tutors' students can complete assignments given by the teacher in the form of students becoming a place to ask other friends to understand the completion of tasks and explanations of material from the teacher. Other facts obtained, regarding the learning process in class. Students often do not pay attention to the teacher in front of them and are engrossed in chatting with other friends. The efforts made by the guidance counselor and homeroom teacher are to communicate with parents about the problems faced by students so that they can be resolved.

In addition, based on the results of structured interviews conducted in class, it was found that problems regarding student interest in learning were mostly due to students not understanding the explanation of the material presented so that students needed material explanations from peers so that the material was easy to understand, this was obtained based on student answers regarding several questions asked by researchers. The answers put forward by students, they often do not pay attention to the teacher when explaining the material, students rarely ask questions for fear of being laughed at and afraid wrong. In addition, students also often do not repeat learning at home and delaying and some even don't always do assignments from teachers because they are lazy and confused about doing assignments and lack of understanding of the material. Other answers students more often discuss and ask for re-explanations by other students because by asking each other they don't feel reluctant, afraid of being wrong and friend's language is easier to understand. In addition, students who are considered capable of providing material explanations are also happy to help friends who have learning difficulties. Based on background s stated above, the researcher is interested in researching "The Influence of Peer Tutors on Student Learning Interests at SMPN 19 Jambi City".

LITERATUR REVIEW

According to Anas in (Munthe & Naibaho, 2019) stated the purpose of peer tutors are improving student achievement, generate learning motivation and Creating an atmosphere of discipline and comfort. According to Abd. Rahman in suggests that students' learning interest are quality concern, feelings of pleasure, interest in active in learning.

Relevant research

Name Research	Title	Method	result
Sri Helvita Lestari (2019)	(The Influence of the Social Environment on Interest in Studying at SMP Negeri 17 Jambi City)	Kuantitatif (survey)	Student learning interest is influenced by the social environment at school, with the conclusion that the more positive the student's social environment, the better the interest in learning
Rohmat Subekti dan M. Hajar Dewantoro (2019)	(The Influence of Peer Tutor Learning Methods on Learning Interests of Class VIII Students in Islamic Religious Education Subjects at MTS Yayasan Anak Emas Bali Academic Year 2018/2019)	Kuantitatif	The results of this study indicate that in the number of respondents 30 students, there is a significant influence between the application of peer tutoring on students' learning interest in the subject of Islamic Religious Education at Mts Generasi Emas Bali
Maradoli Tambunan (2021)	(The Effect of Using the Peer Tutor Method on Students' Learning Interest in Fiqh Subjects at SMP	Kuantitatif (Eksperimen)	The research results obtained were the influence of the peer tutor method on students' learning interest in fiqh subjects at SMP IT Ibnu Halim Medan, amounting to

	IT Ibnu Halim Medan)		7.29%, while the remaining 92.72% was influenced by other factors.
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RESEARCH METHODOLOGY

The type of research used in this research is quantitative research. The research method used is the ex post facto research method. Ex post facto is a research method to measure the consequences of an action that was not carried out by the researcher which was carried out by another party. With study population in class VII and VIII at SMPN 19 Jambi City. A total of 72 students. the sample technique uses the Total Sampling technique which is a sample determination based on a specific purpose with the closest determination and understanding of the problem under study. Deep sampling This research is devoted to students who receive guidance from peers in class. As for the amount the sample in this study were 72 students.

The data collection method in this study used a questionnaire which distributed to students to measure the effect on both variables. The questionnaire is a tool for measuring results related (Subekti & Dewantoro, 2020) to preferences, experience, acceptance, assessment, opinions, perceptions, habits and can even be used as self-evaluation . Closed questionnaires were used in this study. Which serves to collect data regarding peer tutors and student learning interests. Each variable is given a Likert scale score, then the validity of the questionnaire is tested first. After obtaining the results, the questionnaire can be distributed to students who are sampled in the study. The analytical technique used in this study by using formula C.

To carry out a normal test or not the sample will be calculated using the One Sample Kolmogorov Smirnov test using a significance level of 0.05. The data is stated to be normally distributed if the significance is more than 0.05. In testing the normality of the data, the researcher used SPSS version 20.00. In this study, the regression analysis used a simple regression equation, because there is only one independent variable and dependent variable.

RESULT AND DISCUSSION

Percent Descriptive Analysis Peer Tutor ang Learning Interest

Based on the results of data processing obtained, peer tutors obtained an overall percentage of 72.23%, which means that the quality of peer tutors is in

the good category. In the indicator of increasing academic achievement, a percentage value of 66.36% is in the good quality category. The indicator for increasing learning motivation obtained a percentage value of 77.58%, which means it is in good quality, while the indicator for increasing the atmosphere of discipline and comfort is in the good category with a percentage value of 72.76%. The following is the description of peer tutors in the table below:

Table 1. Description of Peer Tutor Data at SMPN 19 Jambi City

No	Indicator	Score						Information
		Ideal	max	Min	Σ (sigma)	Average	%	
1	Upgrade achievement academic (5)	25	24	12	1195	16,59	66,36	Well
2	Increase motivation to learn (10)	50	50	19	2793	38,79	77,58	Well
3	Increase the atmosphere of discipline and comfortable (5)	25	25	10	1310	18,19	72,76	Well
	Whole	100	99	41	5298	73,53	72,23	Well

Student interest in learning as a whole obtains a percentage value of 71.98% meaning that all variable indicators of interest in learning are in the good category. As for each indicator, namely feelings of pleasure, attention, feelings of interest and active learning are in the good category. In accordance with the explanation of the table below:

Table 2. Description of Interest in Studying at SMPN 19 Jambi City

Score								
No	Indicator				Σ (sigma)	Average		Information
		Ideal	max	Min			%	
1	Feeling happy (6)	30	28	12	1448	20,11	67.03	Well
2	Caution (6)	30	30	13	1696	23.55	78.5	Well
3	feeling of attraction (6)	30	30	14	1648	22.88	76,26	Well
4	Study hard (4)	20	17	7	953	13,23	66,15	Well
	Whole	110	105	46	5,745	78,77	71.98	Well

Based on the table above, it means that all indicators of learning interest variables are at good category, with an overall average gain of 71.98% in the good category.

Regression Analysis Test

Table 5. Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,805 ^a	,648	,643	6,430

a. Predictors: (Constant), Peer Tutor

Calculations using the manual formula can also be done using the coefficient of determination index formula, which is as follows:

$$KD = (r^2) \times 100\%$$

KD = the coefficient of determination sought

R = correlation of
variable x with y that
has been

$$\text{found } KD = (0.805)(0.805) \times 100\%$$

$$KD = 0.648 \text{ rounded up to } 64.8\% (0.648).$$

Based on the R square table, the value obtained is 0.648 which means that the peer tutor variable contributes to student interest in learning by 64.8% with

the calculation (0.648 x100%) outside of that is influenced by other variables not examined.

Table 6. Coefficients a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
(Constant)	16,588	5,616		2,954	,004
1 Peer Tutors	,859	.076	,805	11.358	,000

a. Dependent Variable: Learning Interest

Based on the calculation results in the table, the simple regression coefficient value, the asymptotic significant value is at 0.000 ($0.000 < 0.05$). So, it was concluded that there was influence between the tutor variables peer to learning interest variable.

Furthermore, based on the Unstandardized Coefficient column with the contents of sub-column B which shows the constant a and the magnitude of the B value. The two coefficients are then summed with the regression equation formula as follows:

$$Y = (a + bX)$$

$$Y = (16.588 + 0.859X)$$

The constant is 16.588, which means that if the peer tutor variable has a value of 0 then interest in learning has a value of 16.588. peer tutors experience an increase of one unit, the interest in learning will increase by 0.859 at a constant of 16.588.

Discussion of Peer Tutor Variables

Based on the processing results that have been carried out in this study, it is concluded that peer tutors obtain "good" quality with a percentage of 72.23%. Based on data acquisition, the implementation of peer tutoring still needs to be improved in order to increase interest and learning outcomes to be more optimal as expected. Peer tutors are one of the important factors to support the development of students' interest in learning, through cooperative relationships between students in sharing insights and knowledge. Through peer tutors it makes it easier for students to understand the meaning of explanations from the language of their peers, students don't hesitate to express opinions and ask questions and students can build better social relations on a conscious sense of helping each other. Therefore, the relationship between students is intertwined peer tutors have an important role in learning to make this happen.

This is supported by the statement (Kurniawan & Sudrajat, 2017) that peers have an important role in providing support for other friends and have an important role in shaping the character of caring for the environment and caring for the social. The support in question can be in the form of cooperative relationships and mutual assistance between students in learning according to the meaning of peer tutors.

Furthermore, learning can be said to be successful, if students can achieve the expected goals. Peer tutors are designed to improve student academic achievement, increase learning motivation, and create a disciplined and comfortable atmosphere, according to Anas in (Munthe & Naibaho, 2019).

On the indicator of increasing student academic achievement, in item number 2 with the statement "I am able to do the assignments from the teacher at school" almost the average student always gives an answer. A student has an increase in academic achievement if he can understand the teaching material received. According to Shahin (Arianto, 2019) one indicator of academic achievement is cognitive where students can understand, define and conclude the teaching that students receive.

On the indicator of increasing learning motivation with the statement "I am serious in learning to complete school assignments". Students who have seriousness in learning will try to solve problems by finding solutions such as asking for help from friends, searching information from description or other sources. Which shows the perseverance and tenacity of students in facing the task.

This is in accordance with the opinion (Munthe & Naibaho, 2019) that the indicator of student learning motivation also suffused with the pleasure of finding and solving problems. The persistence and tenacity of students in facing assignments will further hone skills and can provide encouragement for students to learn.

Furthermore, on the indicator of increasing the atmosphere of discipline and comfort, in item number 17 with the statement "I discussed with friends who understand the subject matter at school" almost the average student always gives an answer. The use of the discussion learning method (peer tutors) is one form of a teacher's creativity in the learning process to create a disciplined and comfortable atmosphere and through discussions can make students more enthusiastic about things in class.

This is in accordance with the definition of education in Law Number 20 of 2003 concerning the National Education System, article 1 paragraph 1, that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power. self, personality, intelligence, noble character, and skills needed by himself, society, nation and state. From this definition, there is an emphasis on "creating a learning atmosphere and learning process" that a

teacher must be able to facilitate so that the learning process can proceed as intended. Then, in line with the opinion (Yunitasari et al., 2020).

Discussion of Learning Interest Variables

Based on the results of data processing on the learning interest variable, it was found that all indicators contained in the learning interest descriptor were in the "Good" category. With the acquisition of an average value of 71.98% in the Good category. Based on these results it is concluded that interest student learning at SMPN 19 Jambi City is in the good category from various aspects contained in the research indicators.

On the indicator of feeling happy, item number 25 "I am ready in class at the turn of hours" in this item the average student answers always. meaning that students voluntarily and enthusiastically participate in the learning process. Feelings of pleasure are characterized by the absence of coercion in carrying out an activity. This is in accordance with the view of Abd. Rachman in (Yusuf, 2013) students feel happy when following the lesson is shown by action without coercion.

On the attention indicator with the statement "I like to play pranks on my friends behind my back when the teacher explains the material in front of the class". On this item, many students answered never, meaning students continue to try to focus attention when the teacher explains the material in front of the class.

Focusing attention in learning is important in learning because of effort Continue to focus and concentrate on making it easier for students to access information. For example, students listen to the teacher's explanation, students record the teacher's explanation without thinking about outside interference.

Furthermore, on the indicator of feeling interested in the statement "I left the class during the lesson", most students answered never. With passion and interest in learning make students reluctant to leave the class on purpose for no apparent reason.

According to (Arianto, 2019) interest is an expression of liking, pleasure and sympathy before carrying out an activity, as a positive assessment of an object. Students' sense of interest in learning is marked by pleasure, sympathy and positive value in one way or another. For example students will feel interested when participating in learning by not going in and out of class without a clear reason.

Furthermore, on the active learning indicator with the statement "I never give up when experiencing learning difficulties at school" the average student answered always. Students will continue to strive and try to gain knowledge so that they get learning messages and are able to overcome the difficulties they face.

This is in accordance with Jamarah's opinion in (Safnina, 2021) giving assignments to students aims for students to obtain information from outside the classroom or school to get learning messages. With the act of acquiring information, it will show active student learning efforts study.

The Effect of Peer Tutors (X) on Learning Interest (Y)

Interest in learning according to Andriani and Rasto in (Reski, 2021) is an attitude of obedience in participating in the learning process, both regarding planning study schedules and the inner desire to do this business seriously in learning. In an effort to increase students' interest in learning there are several things that must be considered, namely 1) family, 2) school and 3) community environment. The scope of the school that makes the school one of the supporting factors for growth Interests are teachers, peers and teaching methods.

Furthermore, according to (Djamaluddin & Wardana, 2019) the teacher is a facilitator in the teaching and learning process which aims to create a learning atmosphere that can run well. It is the responsibility of a teacher to continue to be creative and innovative in dealing with student learning problems, such as students not being able to understand the teaching material presented. Referring to the understanding of the teacher as a facilitator, this is in accordance with the teacher's function in peer tutoring.

With the implementation of peer tutors, it can build good student relations, namely getting students to work together and help each other in understanding the teaching material presented so that it can affect their learning interest. In accordance with Kadir's view in (P., 2019) the relationship that has an influence on student learning interest is a good relationship between friends.

Closer peer-to-peer relationships will help him learn the material presented by the teacher which is difficult for him to understand when learning takes place because the relationship between students is less close. Teacher and his students which make student which have learning difficulties to more freely learn the material being taught, and the activities of peer tutors this is inseparable from the instructions teachers who give this task to tutors who will help their peers, according to Ahmadi in (Safnina, 2021).

Based on some of these descriptions related to the phenomena found by researchers in the previous field which meant that when students had learning difficulties, namely lack of mastery of the material in the lesson, it would have a negative influence on their interest in learning, for example, students paid less attention to the teacher when explaining the material, students would delay time doing school assignments, students felt bored following the learning process that was ends in schoolwork that students did not do.

CONCLUSION

Based on processing results, the percentage gain for peer tutors at SMPN 19 Jambi City is 72.23%. Therefore, it means that the quality of peer tutors at SMPN 19 Jambi City is in the good category. The percentage gain for student learning interest at SMPN 19 Jambi City is 71.98% which is in the good category.

Based on the results of simple regression analysis, it is concluded that there is an influence of peer tutors on students' learning interest. The value of Constants is 16,588, which means that if the peer tutor variable has a value of 0, then the value of interest in learning is 16,588. Peer tutors experience an increase of one unit, the interest in learning will increase by 0.859 at a constant of 16.588. Next is to test the hypothesis, the t test has criteria, namely if $t \text{ count} \geq t \text{ table}$ then H_a is accepted and H_o is rejected. Value of t table at level significant 0.05 and dk n-2, namely 1.666. t test results using SPSS, namely $t \text{ count} \geq t \text{ table}$, namely $11.358 \geq 1.666$ then H_a is accepted H_o is rejected meaning "There is an Influence of Peer Tutors on Student Learning Interests in SMPN 19 Jambi City"

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