

CHAPTER I

INTRODUCTION

A. Background of The Study

Education is closely connected to the learning process that takes place in schools, the surrounding environment, and community life. Education plays a role in creating learning conditions that allow students to actively develop their potential in spiritual aspects, personality, intelligence, noble character, and skills that benefit society.¹

Education is expected to produce a generation of high-quality and excellent youth who are not only intelligent but also possess strong moral values and can actively contribute to the advancement of the nation. In this era of globalization, the ability to think critically, creatively, and innovatively is key to addressing various challenges and opportunities. The provision of education in Indonesia is regulated by the 1945 Constitution, Chapter XIII, Article 31, paragraph (1), which states: "*Every citizen has the right to education,*" and paragraph (2), which states: "*The government shall endeavor to establish and implement a national education system regulated by law.*" Knowledge can be acquired in various ways, either through the revelation of Allah SWT or through human experience and effort. The knowledge derived from Allah's revelation is absolute and indisputable, while the knowledge gained from human experience and effort must be continually tested and developed.²

The prominent issue is the suboptimal contribution of Islamic Education within the national education system. According to Towaf, the teaching approach in Islamic Education remains normative, presenting illustrations of socio-cultural contexts, which results in students having

¹ Mukhlis Habibullah, *Hubungan Konformitas Teman Sebaya dengan Motivasi Belajar Siswa SMP Muhammadiyah*, SCHOULID: Indonesian Journal of School Counseling, Vol. 7, Issue 1, 2022, p.22.

² Khoirul Muthrofin and Madekhan Madekhan, *Reformulasi Kurikulum Pendidikan Agama Islam Suatu Keharusan di Era Digital*, Attanwir : Jurnal Keislaman dan Pendidikan, Vol. 14, Issue 2, 2023, p.17–30.

a limited understanding of religious values in daily life. The curriculum for Islamic Education in schools is designed with teachers primarily offering minimal competence and information, leading to a lack of variety and innovation in the teaching process.³ Islamic Education is an integral part of the education system in Indonesia, as stated in Law Number 20 of 2003 on the National Education System, Article 12, paragraph 1, point a, which reads: "Every student in every educational unit has the right to receive religious education by their faith and taught by educators of the same religion".⁴

Education serves as a strong foundation in society, aiming to encourage changes in attitudes and behavior. This role extends beyond training and learning processes in schools, encompassing the community and family environments as well.⁵ Islamic education plays a role in forming a perfect person in science, morals, and religion, with an emphasis on noble morals according to Islamic teachings. Islamic Education as a scientific discipline based on Islamic principles, aims to foster a thorough understanding, appreciation, and practice of Islamic teachings.

As in Surah Al-A'laa verses 14-17 as human goals and ideals:

قَدْ أَفْلَحَ مَنْ تَزَكَّى (١٤) وَذَكَرَ اسْمَ رَبِّهِ فَصَلَّى (١٥) بَلْ تُؤَثِّرُونَ الْحَيَاةَ
الدُّنْيَا (١٦) وَالْآخِرَةَ خَيْرٌ وَابْقَى (١٧)

Meaning: Indeed fortunate is the one who purifies himself (by believing), and remembers the name of his Lord, then he prays, While you (unbelievers) choose the life of the world, the life of the hereafter is better and more lasting.⁶

³ Hisyam Muhammad Fiqy Aladdin, *Peran Materi Pendidikan Agama Islam di Sekolah dalam Membentuk Karakter Kebangsaan*, Jurnal: Penelitian Medan Agama, Vol. 10, Issue 2, 2019, p.44.

⁴ "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional".

⁵ Mohammad Yahya, *Ilmu Pendidikan* (IAIN Jember Press, 2020), p.22.

⁶ Al- Qur'an Al-Karim, Al-A'la: 14-17.

This becomes the foundation for students to live a life that brings happiness in the world and the hereafter. The role of religion has a very significant impact on human survival. Religion acts as a guide in an effort to create a life that has meaning, peace, and dignity.

According to Yusuf and Siti, Islamic Education is a guidance effort, both physically and spiritually, to students based on Islamic teachings. Aiming at preparing them to become useful individuals and making Islamic teachings a guide to life to achieve happiness in the world and the hereafter.⁷ Islamic education is delivered by following the principle that the religion taught has the vision to form humans who obey God, have a noble character, and have an honest, fair, responsible, respectful, disciplined, harmonious, and productive attitude both in the social environment and the individual himself.

Students are human components that occupy a central position in the teaching and learning process. In the teaching and learning process, students as parties who want to achieve goals have goals and then want to achieve them optimally. Students will be the determining factor so that they can influence everything needed to achieve their learning goals. Students as a “learning subject” whose human values as individuals, as social beings who have a normal identity, must be developed to achieve the optimal level and criteria for life as a human citizen who is expected.⁸

Students are an input component in the education system, which is then processed in the education process so that they become qualified human beings in accordance with national education goals. As a component of student education, it can be viewed from various perspectives, among others.

1. Social approach, students are members of society who are being prepared to become better members of society.

⁷ Muhammad Yusuf Ahmad, *Hubungan Materi Pembelajaran Pendidikan Agama Islam dengan Kecerdasan Emosional Siswa*, Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan, Vol. 13, Issue 1, 2020, p.1-17.

⁸ Imtihan Hanim, *Psikologi Belajar* (Wade Group, 2022), p.12.

2. Psychological approach, students are living beings who are growing and developing.
3. Educational approach, the educational approach places students as an important element that has rights and obligations within the framework of a comprehensive and integrated education system.

Adolescents who are in junior high school are people who are in school and want to develop themselves and their insights deeper into the scope of education. Teenagers experience changes in the environment such as the attitudes of parents, siblings, the general public, and peers. Junior high school students are adolescents who are still very difficult to make choices in their lives because they are still heavily influenced by aspects both internal and external.

In creating a quality generation, students are required to be more able to give enthusiasm or fighting power to themselves so that they are motivated to achieve the best. Because motivation really helps a student get the best results in learning. If students do not have the willingness to motivate themselves to be more active in learning, then they get results that are not optimal.⁹

The nature of learning motivation is an internal and external drive in a person to be able to make changes for the better. According to Gnanaprakash, religious education is proven to have a positive relationship with student learning motivation. Students with a high religious education orientation tend to be more motivated to learn than students who have low religious education knowledge.¹⁰ According to Kompri, the position of motivation in learning not only provides the right direction for learning activities but also gets positive considerations in learning activities.

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⁹ Abdullah and Moh. Ali Wafa, *Penerapan Pembelajaran Kooperatif Model Problem Based Learning pada Mata Pelajaran Pendidikan Agama Islam Alam Meningkatkan Motivasi Belajar Siswa di SMPN 5 Bangkalan*, Journal Of Early Childhood And Islamic Education, Vol. 1, Issue 1, 2022, p.39-51.

¹⁰ Imam Mawardi, *The Influence of Spirituality on Academic Engagement through Achievement Motivation and Resilience*, International Journal of Islamic Educational Psychology, Vol. 4, Issue 2, 2023, p.315.

Motivation plays a role in encouraging a learner in his learning activities and as a guide in behavior. The success of students in the learning process is greatly influenced by the motivation that exists in them. One indicator of learning quality is the high learning motivation of students so that they have the desire to do something that can obtain certain results and goals.¹¹

Motivation in the learning process is influenced by various factors, including goals, abilities of individuals who learn, learning conditions, learning environment, dynamic factors that exist in individuals who learn, efforts made by teachers in learning, namely social environmental factors around individuals who learn, such as playmates and peers, which can affect the spirit of learning. The influence of peers can override the greater desire and motivation to learn, meaning that peers can have an impact on low learning motivation, but can also have an impact on increasing learning incentives.¹² Motivation is applied in various activities, including learning. Motivation as a guide to direct learning activities to the expected goals. In learning activities, children need motivation which is closely related to helping students in the learning process at school.

Social learning, developed by Albert Bandura, is an extension of behavioral learning theory, which emphasizes the influence of external signals and internal mental processes (cognitive). Through these two aspects, individuals can understand how to learn from others in their environment, using observation skills accompanied by cognitive interpretation.¹³

Motivation from outside the individual as a complement or supporter of individuals who lack motivation within themselves to learn. So

¹¹ Habibullah, *Hubungan Konformitas Teman Sebaya dengan Motivasi Belajar Siswa SMP Muhammadiyah*, SCHOULID: Indonesian Journal of School Counseling, Vol.7, Issue 1, 2022, p.11-13.

¹² Inez Anastasya Putri, “*Hubungan Antara Konformitas Teman Sebaya terhadap Perilaku Prokrastinasi Akademik (Penundaan Tugas) Mahasiswa BK PKIP UPS Tegal Angkatan 2016*” Univeritas Pancasakti Tegal, 2019, p.65.

¹³ Sulaiman, *Metodologi Pembelajaran Pendidikan Agama Islam, Kajian Teori dan Aplikasi Pembelajaran PAI*, (Aceh: Yayasan Pena Banda Aceh, 2017), p. 32-34.

that it has an active and advanced impact on learning. Humans learn good and bad behavior by imitating others, especially parents, caregivers, teachers, and friends. This decline in moral values arises from the lack of interest among children in learning the Qur'an and practicing its teachings. Since morality is a core element of Islamic religious education, enhancing it becomes essential.¹⁴ The influence of peers, especially when learning Islamic Education which is considered boring, can reduce learning motivation. Teenagers who are easily influenced by peers, especially in a compact group, tend to follow group behavior, including in terms of learning. This happens because adolescents are still in a period of self-discovery and want to be accepted by peers.¹⁵

According to Albert Bandura, in addition to the role of the family, in this case, parents and teachers as the main environment that affects student learning achievement, the role of peers has a considerable influence in improving student knowledge acquisition.¹⁶ Peers are like the first social environment, where adolescents learn to live together and respect others who are not from their family environment. Because adolescents need recognition, they try to follow the standards that apply to their peer group, thus encouraging peer conformity. Conformity is when individuals imitate the attitudes and behavior of others because of a real push towards the group so that other people become a reference in acting and making decisions.

According to Hurlock in Siti Fatimah, students social life is greatly influenced by peers, because peers have an important role for adolescents because they feel more comfortable sharing secrets, plans, and problems faced with peers than with parents. This is because adolescents feel more

¹⁴ Cecep Sobar Rochmat et al., *Increasing Children's Interest in Learning the Qur'an Using the Muyassar Method in Conjunction with the English Language*, Jurnal Ilmiah Al-Mu'ashirah, Vol.21, Issue. 2, 2024, p. 168.

¹⁵ Fadhilah Suragala, *Psikologi Pendidikan Implikasi Dalam Pembelajaran*, Edition: 2. (Depok: PT. Raja Grafiindo Persada, 2021), p.131-132.

¹⁶ Elga Yanuardianto, *Teori Kognitif Sosial Albert Bandura (Studi Kritis dalam Menjawab Problem Pembelajaran Di Mi)*, Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah, Vol. 1, Issue 2, 2019, p.94-111.

easily accepted and understood by peers. In addition, peers are also often a source of information and answers to questions that parents may not be able to answer, such as problems with interactions with the opposite sex. Although adolescents' closeness to peers is often a concern for parents because peers can influence adolescents' behavior, both positively and negatively, to be accepted or recognized by their group or peers.¹⁷

For students who are in junior high school, the role of the environment such as peers is considered to be able to help in motivating themselves in teaching and learning activities. For junior high school students who are usually early adolescents, hanging out with friends and spending a long time at school is a mandatory activity for them because activities with group friends are also one of the tasks of adolescent development. Adolescence is a stage of human development that can be likened to a plant when flower buds begin to appear. At this stage, the physical condition of adolescents is very prime and fresh, but they are vulnerable to internal and external disturbances. This bud stage will determine whether the bud will develop into a beautiful flower and bear fruit, or just the opposite, wither and die. This situation is similar to adolescence, which is a period of transition from childhood to adulthood.¹⁸

Therefore, junior high school students feel they spend more time at school than at home. For this reason, it is expected that they can choose what kind of friends are suitable for them as a tool in motivating themselves in school learning activities.¹⁹

¹⁷ Siti Fatimah, *Hubungan Antara Konformitas terhadap Teman Sebaya dengan Kenakalan Remaja pada Siswa Usia 13-15 Tahun di SMP Negeri 1 Ciwidey Bandung*, QUANTA: Jurnal Kajian Bimbingan dan Konseling dalam Pendidikan, Vol. 1, Issue 1, 2017, p.27-42.

¹⁸ Moh Alwi Yusron and Rika Indah Arsita, *The Role of Masjid Youth Organization to Improve Self- Development of Adolescents (Case Study of Masjid Youth Orgnization in Masjid Jogokariyan (RMJ) Yogyakarta)*, Jurnal Pendidikan Islam, 2021, p.86.

¹⁹ Nasrul Umam, *Konformitas Teman Sebaya dan Perilaku Kenakalan Remaja di Sekolah*, Jurnal Studi Islam dan Kemuhammadiyah (JASIKA), Vol. 1, Issue 2, 2021, p.146.

In choosing friends, students must be more selective. As in Surah At- Taubah verse 119, it invites Muslims to make friends with honest and faithful people:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَكُونُوا مَعَ الصَّادِقِينَ (سورة التوبة: ١١٩)

Meaning: “O you who believe, fear Allah, and remain with the righteous.”²⁰

Not all friends have a good influence on each individual. Teenagers who already feel comfortable with their school or classmates will tend to follow what their friends do. It is not uncommon for these adolescents to change to make themselves not care about what others say, and only hear what their group of friends say. The desire to be accepted by peers, makes adolescents make changes inside and outside themselves that make their social needs and psychological needs increase. To fulfill these needs, adolescents expand the environment outside their family such as the friendship environment. According to Santrock, peers are children or adolescents of the same age or maturity level.²¹ According to Erikson, adolescents are not just questioning who they are, but how and in what context or in what kind of group can be meaningful.²²

Students look for or join groups because at the age of adolescence, if they do things that are by the rules or norms that apply in society, it makes them bolder and feel equal so that they do not experience differentiation from the surrounding environment. In social development, adolescents begin to separate themselves from their parents, begin to expand relationships with peers, and begin to become members of peer groups, this is very influential in the social life of adolescents. Conformity arises when individuals steal the attitudes or behaviors of others due to real or perceived

²⁰ Al- Qur'an Al-Karim, At-Taubah: 119.

²¹ Ermis Suryana, *Perkembangan Remaja Awal, Menengah dan Implikasinya terhadap Pendidikan*, Jurnal Ilmiah Mandala Education, Vol. 8, Issue 3, 2022, p.1917.

²² Izzatur Rusuli, *Psikososial Remaja: Sebuah Sintesa Teori Erick Erikson dengan Konsep Islam*, Jurnal As-Salam Vol. 6, Issue 1, 2022, p.75-89.

pressure by the individual himself and there is a bond to the peer group so that peers become a reference in behavior and make decisions in accordance with the group.

According to Myres, conformity is a change in one's behavior or beliefs as a result of real or imagined group pressure. Many teenagers think that if they look and behave like members of a popular group, the chance of being accepted into the popular group is greater. Conformity is not always related to negative things, there are also many positive things that can result from group conformity. Conformity that has a positive impact, for example, group study activities that are carried out regularly as a group existence that can also support individual academic achievement. Conformity has a negative impact, for example, smoking, drinking, bullying, brawls, skipping class, and doing other negative things together.²³

Conformity is a change in behavior towards a good direction or not based on unwritten rules set by peer parks, group friends, and associates. Conformity often occurs among school students based on the similarity of the nature of residence or hobbies. Students who usually have closeness with peers tend to follow existing rules in order to be accepted in the group, avoid existing pressures, and not be ostracized.²⁴

According to Baron and Byrne, conformity occurs when individuals change their behavior to comply with existing social norms.²⁵ Conformity for adolescents or individuals who are young and inexperienced is more easily influenced by everything that the youth group considers the best way than the individual's stance. Baron and Byrne added that adolescent

²³ Izazi Husna Jufri, Kurniati Zainuddin, and Perdana Kusuma, *Pengaruh Konformitas Teman Sebaya dan Kontrol Diri terhadap Perilaku Merokok pada Siswa SMP 'X' Makassar*, PESHUM : Jurnal Pendidikan, Sosial dan Humaniora, Vol. 2, Issue 6, 2023, p.1164-1183.

²⁴ Fitriana Ayu Puspita Sari, Wening Wihartati, and Nikmah Rochmawati, *Pengaruh Kontrol Sosial dan Konformitas Teman Sebaya terhadap Perilaku Seksual Pranikah pada Remaja di Kecamatan Pati*, *Journal of Islamic and Contemporary Psychology (JICOP)*, Vol. 3, Issue 1, 2023, p.158-171.

²⁵ Wulan Dhari, Wiwik Kusdaryani, and Farikha Wahyu Lestari, *Pengaruh Konformitas Teman Sebaya terhadap Perilaku Prosocial Siswa Kelas X*, *Empati : Jurnal Bimbingan dan Konseling*, Vol. 9, Issue 1, 2022, p.44-55.

conformity is the adjustment of adolescent behavior to adhere to reference group norms, accepting ideas or rules that show how adolescents behave. Based on the description above, it can be concluded that conformity is a form of self-adjustment by imitating the attitudes or behavior of others due to real or perceived pressure.

If a teenager has conformity with peers, they will tend to follow whatever standards are set by their group. If the teenager does not follow the rules set, a negative response will arise for the teenager. In junior high school students, conformity is very thick and closely related to adolescent life at school. It is said so because according to Harlock, one of the developmental tasks of adolescence is to look for groups or the desire to be known by many people and be seen more is the goal. Students who spend more time at school and away from their parents will follow the rules of their peers in carrying out school activities so that they can affect their learning motivation.²⁶ Students who have positive conformity will support their fellow members to increase learning motivation, while students who have negative conformity tend to invite their members to harmful things.

This data was obtained through the interview method conducted to sources related to student relationships with peers. Observation was carried out directly to explore more in-depth information about learning motivation.

During the interview, the researcher recorded the interviewee's responses based on the questions that had been previously prepared. The data collected includes not only verbal answers, but also behaviors, expressions, and the environmental context during the interview. This observation aims to strengthen the research findings and provide a more comprehensive picture of the influence of friends on learning motivation, especially in learning Islamic Education. In line with the above statement, information was found in the field when researchers conducted interviews

²⁶ Erhansyah, *Pengaruh Pendidikan Agama dalam Keluarga dan Teman Sebaya terhadap Budaya Religius Siswa SMA se-Kecamatan Muara Muntai Kutai Kartanegara*, SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education), Vol. 6, Issue 1, 2018, p.223.

with informants who were students and teachers at one of the schools in Depok. The following is an excerpt from the interview with the informant:

In learning activities, the informant is more likely to follow what his groupmates say, for example in doing individual assignments given by the teacher, when his groupmates do not do it, he will also tend not to do it based on the principle of togetherness, he said. Then no different from the statement of the resource person who is a student, the teacher/teaching staff also said that there are still often students who participate in brawls and do not attend class hours just to hang out. In addition, there are also students who are often seen together or have a group closeness during class hours and in the school environment, but during certain class hours, only a few students from the group are found entering the classroom. Not only negative things, but another source is also a student, saying that the student follows the rules of his groupmates, but if the student's groupmates do bad things such as skipping class or not doing assignments the student remains in his stance not to be influenced even though then the student said there would be a moment where he was insulted because he was said to be unfaithful to friends.²⁷

In the quote from the source above, it can be seen that the influence of peers or the attraction of conformity in adolescents, can indirectly affect students' learning activities in class both in a positive and negative direction. Like some things according to students who say that if they do not participate in group activities, they will be considered not loyal friends. This will make students who have an interest in learning at school. This can be related to the student's learning motivation. It can be said that motivation due to student interest will make him feel encouraged or get encouragement to behave the same, as his groupmates. Students become more likely to follow what their friends say in doing school activities, such as doing homework, participating in learning activities, and choosing extracurricular activities and their enthusiasm for learning can also be adjusted to the enthusiasm of their groupmates.

²⁷ Personal Interview, 24th August 2024.

The explanation above is in line with the statement of one of the informants who serves as a teaching staff member.

Peers have a strong influence on students learning motivation. When a student is part of a group that shows high commitment and interest in learning, they are usually encouraged to participate and improve their learning engagement. On the other hand, if the group shows little interest or tends to be indifferent, the student's motivation to learn can decrease. Therefore, the social environment plays a significant role in shaping students' enthusiasm for learning.²⁸

The source's statement above explains that peers have an influence on students learning motivation. This occurs due to conformity, where students tend to align themselves with the norms and behaviors of their group in order to be accepted. When a student is part of a group that has high commitment and a strong interest in learning, they are encouraged to participate in the learning process and increase their academic engagement. Support from a peer environment that shows enthusiasm for learning can strengthen students motivation to achieve their learning goals. Conversely, if the group shows little interest in learning or tends to be indifferent, students' motivation to learn can significantly decline. Therefore, the social environment plays a crucial role in shaping students' learning enthusiasm. Peers can either support or hinder the development of learning motivation, depending on the social dynamics formed among them.²⁹

The researcher chose to observe seventh-grade students in junior high school because this stage marks early adolescence, a key developmental period in understanding peer relationships and the influence of peer conformity.³⁰ This is due to the ongoing maturation of the brain. Additionally, this period is one of the most challenging phases in students'

²⁸ Personal Interview, 21st September 2024.

²⁹ Purwaningtyastuti and Anna Dian Savitri, *Kohesivitas Kelompok Ditinjau dari Interaksi Sosial dan Jenis Kelamin pada Anak-Anak Panti Asuhan*, PHILANTHROPY: Journal of Psychology Vol.4, Issue 2, 2020, p.118.

³⁰ Suryana, *Perkembangan Remaja Awal, Menengah dan Implikasinya terhadap Pendidikan*, Jurnal Ilmiah Mandala Education, Vol.8, Issue 3, 2022, p.1917.

development, both physically and mentally, which is influenced by the responsibility of the students and their surrounding environment. Peer relationships, whether formed in school or within the neighborhood, encompass behaviors, interests, religious practices, and learning motivation.

The detailed difference lies in the application of Islamic Education lessons. In Madrasahs, each subject within Islamic Education is divided and taught by different teachers. In contrast, in public junior high schools, Islamic Education lesson, which include subjects like fiqh, Qur'an and hadith, aqidah and morals, and Islamic cultural history, are combined and taught by a single teacher. Thus, the fundamental difference between public schools and madrasahs in the Islamic Education syllabus lies in the grouping of subtopics and learning aspects.³¹ This is also influenced by the heterogeneity of peer groups in schools, where there is diversity in values, attitudes, and religions, particularly affecting the teaching of Islamic religious education.

Based on the background above, the researcher seeks to explore more deeply the influence of peer conformity on learning motivation, particularly in Islamic Education at public junior high schools. Therefore, the researcher intends to conduct a study titled “*The Influence of Peer Conformity on Islamic Education Learning Motivation of 7th Grade Students at SMPN 5 Depok, West Java*”.

B. Problem Formulation

1. What is the level of Peer Conformity among 7th grade students at SMPN 5 Depok ?
2. What is the level of Learning Motivation among 7th grade students at SMPN 5 Depok ?
3. Is there an influence of peer conformity on the Islamic Education learning motivation of 7th grade students at SMPN 5 Depok ?

³¹ Hendriyanto Bujangga, “Analisis Pembelajaran PAI pada Sekolah Umum: (Kajian Pada Pembelajaran PAI Tingkat SMP/MTS),” *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 2022, p.35–47.

C. Purpose of The Study

1. To determine the level of peer conformity among 7th grade students at SMPN 5 Depok.
2. To determine the level of learning motivation among 7th grade students at SMPN 5 Depok.
3. To examine the influence of peer conformity on Islamic Education learning motivation among 7th grade students at SMPN 5 Depok.

D. Significance of The Study

1. Theoretical Benefits
 - a. Contribute to the understanding of the concept of peer conformity and learning motivation, particularly in the context of Islamic education among 7th grade students.
 - b. Contribute to theories and literature related to peer conformity, motivation, and adolescent development, potentially leading to the construction of new theories.
2. Practical Benefits
 - a. For schools, the results of this research are expected to provide a better understanding of student dynamics, improve teaching practices, enable effective classroom management, facilitate targeted interventions, and contribute to school curriculum development.
 - b. For students, the results of this research are anticipated to provide information regarding enhancing motivation and engagement, fostering positive peer relationships, increasing self-awareness, and improving overall well-being.
 - c. For researchers, the results of this research are expected to enrich knowledge about the dynamics of student interactions, develop research methods that study adolescent learning dynamics in educational environments, and open opportunities for collaboration among researchers and educators in addressing issues related to student motivation and engagement.

E. Systematization of The Writing

1. Chapter I. Introduction: This chapter contains the background, problem formulation, research objectives, benefits of the research results, and writing systematics.
2. Chapter II. Theoretical Review: This chapter includes theoretical foundations, relevant research findings, conceptual framework, and research hypotheses.
3. Chapter III. Research Methodology: This chapter discusses the research setting and timeline, research methods, population and samples, validity testing and reliability calculations of the instruments, data analysis techniques, and statistical hypotheses.
4. Chapter IV. Data Presentation, Analysis, and Discussion: This chapter covers data presentation (both general and specific data), data analysis, and discussion.
5. Chapter V. Conclusion: This chapter presents the conclusions and recommendations based on the research findings.