

THE EFFECT OF PEER INTERACTION ON THE LEARNING INTEREST OF STUDENTS IN GRADE 5 OF PALAPA PUBLIC ELEMENTARY SCHOOL 2

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Abstrak

Interaction is a fundamental concept in enhancing students' enthusiasm for engaging in and conducting educational activities within the classroom, thereby suggesting that peer interaction significantly influences students' interest in learning. The primary issue addressed in this study is the low level of learning interest among fifth-grade students at SD Negeri 2 Palapa. Additionally, challenges related to peer interaction and insufficient attention from educators are pertinent issues in this research. The objective of this study is to evaluate the impact of peer interaction on the learning interest of students at SD Negeri 2 Palapa. The methodological approach employed is quantitative, utilizing an ex-post facto design. The population under consideration comprised 83 students, from which a sample of 40 students was randomly selected. The data were subjected to analysis through the Spearman's rho non-parametric hypothesis test. The findings from the hypothesis test in this study indicated that there was no significant effect of peer interaction on the learning interest of fifth-grade students at SD Negeri 2 Palapa.

Riwayat

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A. INTRODUCTION

Education at the elementary school level represents an engaging and diverse learning approach, as it not only involves academic engagement but also provides opportunities for students to achieve a myriad of other developmental milestones. Tentrem Mawati and Arifudin (2023) suggest that within this educational framework, it is important for participants, who are often young and impressionable, to begin a journey of self-exploration, a process that is significantly enhanced by the dynamic and interactive relationships fostered with their peers, intrinsic motivation that arises from within, guidance and support provided by their parents, knowledge and skills imparted by educators, and the surrounding environment that plays an important role in this stage of development (Dewi et al., 2024).

The level of interest shown by participants in their learning experiences is an aspect that requires careful attention and consideration, as it is crucial to their educational journey. Several factors contribute to the cultivation and strengthening of this interest in learning, including the characteristics of the school environment, the variety of teaching methodologies used, the availability and quality of educational facilities, and the active involvement and encouragement of parents and teachers, each of which plays an integral

role in shaping students' educational aspirations (Husna & Imam Bonjol Padang, 2023). Despite the implementation of various initiatives aimed at increasing the learning interest of these young learners, there are still certain obstacles that can hinder their educational progress and engagement. According to Yunitasari and Hanifah (2020), the presence of an unsupportive learning environment can significantly reduce participants' enthusiasm and interest in their educational activities, thereby hindering their overall learning experience.

Given the findings from the preliminary study conducted by researchers involving 40 didactic participants at SD State 2 Palapa, it was observed that a number of these students continued to struggle with relatively low interest in learning, which raised concerns for their academic development. Data collected from this preliminary study shows that, while learning interest among fifth-grade students at SD State 2 Palapa is generally considered satisfactory, there are still a significant number of students who show a keen interest in their studies compared to those who do not show the same level of enthusiasm. In addition, SD State 2 Palapa is equipped with several advantages that can increase the learning interest of its students, including a dedicated and competent group of educators who are committed to providing a high-quality educational experience. As noted by Astrina (2017), one of the internal factors that significantly influences student engagement in learning is the pervasive influence of gadgets and social media, which can either increase or decrease their focus on education.

To effectively increase student interest in learning, it is essential to implement various strategic approaches, which may include developing innovative and engaging learning methodologies, improving educational resources and infrastructure, and establishing stronger collaborative partnerships between schools and parents (Cahyani et al., 2024). One key element that can stimulate an increase in students' interest in learning is the quality of the relationships they develop with their peers, often referred to as peer interaction, which plays an important role in their social and academic development. A peer is usually defined as an individual who is at the same stage of development, making peer interaction a significant factor that influences students' educational experiences (Hamzah, 2020). It is important to note that a lack of interaction among students can have a detrimental effect on their learning experience. The absence of meaningful interaction in the school environment, especially during the learning process, can affect educational outcomes for participants, as they are fundamentally taught the basics of learning, which should be the main goal of their educational journey.

Based on comprehensive findings obtained from in-depth interviews conducted by researchers with fifth-grade students at SDN 2 Palapa, it has become clear that the nature of peer interactions in this classroom setting continues to have a predominantly negative influence on their overall learning experience. The interactions that occur among these students within the classroom environment at SDN 2 Palapa often show a disturbing tendency toward less than ideal positive engagement, especially in terms of effectively utilizing educational platforms. This situation is further exacerbated

by a noticeable lack of focus during learning activities, which consequently causes students to dedicate too much of their time to recreational activities such as playing games, while simultaneously delaying the completion of assigned academic tasks.

Preliminary research conducted on the impact of peer interaction on the learning interest of fifth-grade students at Palapa 2 Public Elementary School revealed that interaction with peers can indeed play a significant and beneficial role in fostering learning interest among students. A large number of students stated that their involvement and enthusiasm for learning increased significantly when they had the opportunity to collaborate and learn with their peers (Aulia et al., 2024). Collectively, the findings from this preliminary study provide substantial support for the idea that peer interaction plays an important role in shaping the motivation and learning habits exhibited by students. In addition, the presence of reciprocal interaction throughout the teaching and learning process shows that the way in which students communicate and work together in the school environment can have a profound impact on their overall interest in learning.

Given the insights gained from the observations mentioned above, the researchers were very interested in conducting a rigorous examination to validate the hypothesized relationship between peer interaction and learning interest. Thus, the title of this research effort has been appropriately set as "The Influence of Peer Interaction on the Learning Interest of Fifth Grade Students at Palapa Elementary School 2," which reflects the core focus of the research on the interaction between social engagement among peers and students' academic tendencies in this particular educational setting.

B. RESEARCH METHODOLOGY

The research methodology used in this particular study is essentially characterized by a quantitative approach, specifically using surveys as the main type of data collection. This chosen research framework is designed to combine ex-post facto research strategies, which allow for data analysis after an event has occurred. The demographic population examined in the scope of this study consisted of students enrolled in classes V A, V B, V C, and V D at the esteemed Palapa 2 Public Elementary School, comprising a total of 83 students who actively participated in this study. To ensure comprehensive representation, the sample selection for this investigation involved a large population, prompting researchers to adopt random sampling techniques to increase the reliability of the findings.

The data collection process was carried out carefully using questionnaires that were rigorously validated by a panel of experts, using a Likert scale model that offered respondents four different response options. This thoughtful design was strategically intended to reduce potential hesitation among participants, thereby encouraging them to provide more definite and clear responses that accurately reflect their opinions and experiences. As a result, the overall research design ensured a robust framework for collecting and analyzing data, thereby fostering a deeper understanding of the subject matter at hand.

C. RESULTS AND DISCUSSION

On May 28, 2025, an extensive and carefully structured study was conducted, involving the strategic distribution of comprehensive questionnaires specifically designed to collect valuable data on the dynamics of peer interactions in relation to the learning interests demonstrated by various students. Following a thorough analysis of the quantitative and qualitative data collected from the responses, systematic calculations were performed to evaluate the findings. Subsequently, the results of this significant research effort on peer interactions and their influence on learners' interest were organized in a manner that highlighted clarity and coherence by categorizing the data according to specific indicators. This methodical approach not only facilitates a better understanding of the complex relationship between peer interaction and student interest but also enhances the overall interpretability of the findings, thereby providing a solid foundation for future investigations in this field of study.

Table 1. Average Peer Interaction Questionnaire Scores

No.	Description	Peer Interaction Questionnaire			
		Indicator 2	Indicator 3	Indicator 4	Indicator 5
1.	Number Statement Items	5	3	3	4
2.	Total Score	620	372	364	476
3.	Average	15	9	9	12
4.	Highest Score	18	12	12	16
5.	Lowest Score	12	6	6	8
6.	Percentage of Total Score	77%	77%	75%	74%
7.	Category	Good	Good	Pretty good	Pretty good

According to the detailed analysis presented in the table above, it can be thoroughly articulated that the peer interaction questionnaire, which consists of a total of four different indicators, reveals that indicator 2, which deals specifically with the situational context, has reached an average score of 15, while the highest score recorded for this indicator is 18, and conversely, the lowest score has been recorded at 12, which culminated in a commendable percentage of the total score of 77 percent. With respect to indicator 3, which focuses on the aspect of familiarity among peers, it is important to note that the average score achieved is 9, with the highest score recorded for this particular indicator reaching 12, while the lowest score observed is 6, resulting in an equivalent percentage of the total score that also marks

77%.

Furthermore, when examining indicator 4, which discusses group size, an average score was found to be 9, with the highest score again being 12 and the lowest score recorded at 6, leading to a percentage of the total score reflecting a slightly lower score of 75%. Finally, moving on to indicator 5, which assesses cognitive development, the average score is set at 12, with the maximum score recorded at 16 and the minimum score at 8, culminating in a percentage of the total score showing a score of 74%. A comprehensive evaluation of these indicators provides significant insights into the dynamics of peer interaction in a variety of contexts, while also highlighting the relative strengths and weaknesses inherent in each particular area of assessment. Overall, these findings not only contribute to our understanding of peer interaction but also serve as a valuable foundation for future research and practical applications in the fields of social dynamics and educational psychology.

Tabel 2. Rata-rata Hasil Skor Angket Minat Belajar

No.	Aspect Description	Learning Interest Questionnaire			
		Indicator 1	Indicator 2	Indicator 3	Indicator 4
1.	Number of Statement Items	5	4	4	4
2.	Total Score	415	450	409	392
3.	Average	10	11	10	10
4.	Highest Score	14	14	14	14
5.	Lowest Score	7	9	7	6
6.	Total Score Percentage	52%	70%	64%	61%
7.	Category	Not Good	Pretty Good	Pretty Good	Pretty Good

After careful examination and analysis of the data presented in the table, it can be comprehensively articulated that the results obtained from the research on the interest questionnaire include a total of four different indicators, in which each indicator is represented by a number of varied questions; Notably, indicator one consists of five questions, indicator two consists of four statements, indicator three also includes four statements, and finally, indicator four is also formed by four statements. Furthermore, each response provided by learners is carefully correlated with the results obtained from the peer interaction statement, allowing for a thorough exploration of the data. As a result, it can be explained that, for indicator one, which relates to students'

interest in learning, the cumulative score achieved by students amounted to 415, resulting in an average score of 10 and a corresponding percentage of 52%.

Additionally, it should be noted that the highest score recorded for this particular indicator was 14, while the lowest recorded score was 7. With respect to indicator two, which focuses on the attention of learners during the learning process, the overall score amounts to 450, resulting in an average of 11 and a percentage representation of 70%, with the highest score in this category being 14 and the lowest score being 9. When examining indicator three, which assesses learning motivation, the total score was determined to be 409, leading to an average score of 10 and a percentage of 64%, with the peak score achieved being 14, compared to a minimum score of 7. Moving on to indicator four, which evaluates knowledge, the total accumulated score was 392, culminating in an average score of 10 and a percentage of 61%, with the highest score recorded at 14 and the lowest score recorded at 6. In summary, comprehensive data reflecting the results of the study can be carefully observed and analyzed in the following table.

Table 3. Descriptive Analysis Results
Descriptive Statistics

Number of Students	Min Value		Average		Hours Deviation
		Max Value			
Interaction Peers	40	36	52	45.80	2.946
Interest in Learning	40	35	50	41.60	3.499
Valid N (listwise)	40				

Based on the table above, the minimum score from the peer interaction questionnaire was 36, the maximum score was 52, the mean or average was 45.80 and the standard deviation was 2.946. Meanwhile, in the learning interest variable, a minimum score of 35 was obtained, a maximum score of 50, a mean or average of 41.60, and a standard deviation of 3.499.

Furthermore, the data obtained can be categorized using a score categorization table. The scoring categorization of each variable can be seen as follows.

Table 4. Categories Peer Interaction Score

Interval	Category	Frequency	Percentage
$X \leq 36,22$	Very Low	1	2,50%
$36.22 < X \leq 39.70$	Low	0	0,00%

$39.07 < X \leq 43.19$	Medium	5	12,50%
$43.19 < X \leq 46.67$	Height	16	40,00%
$46,67 \leq X$	Very High	18	45,00%

Based on the table above, it can be seen that the majority of peer interaction in the category is very high with a percentage of 45.00% with a frequency of 18 students. The results of the peer interaction score category can be seen in the following diagram.

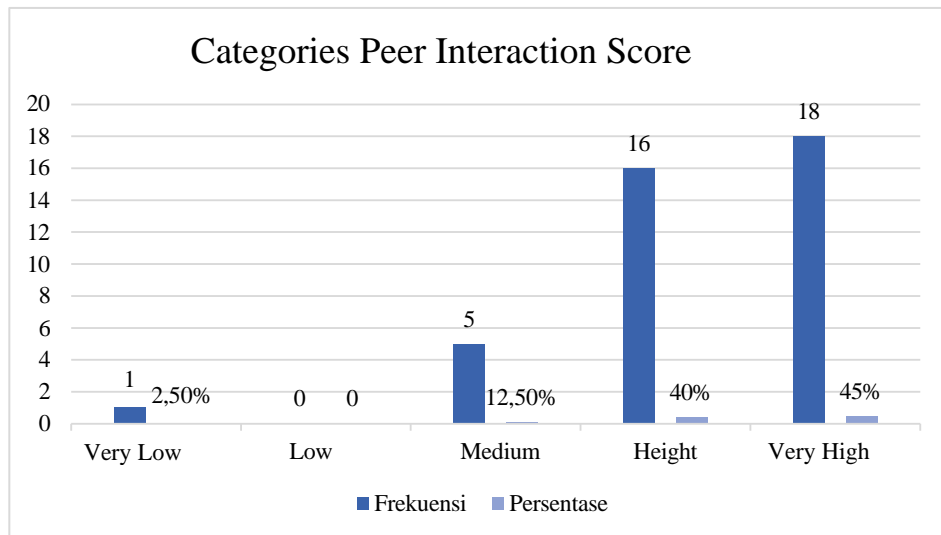


Figure 1. Peer Interaction Score Category Chart

The same technique was used in the variable, namely a questionnaire to measure the number of students who have an interest in learning based on the indicators that have been used. The categories of learning interest scores can be seen in the following table.

Table 5. Learning Interest Score Categories

Interval	Category	Frequency	Percentage
$X \leq 36,22$	Very Low	2	5,00%
$36.22 < X \leq 39.70$	Low	9	22,50%
$39.07 < X \leq 43.19$	Medium	20	50,00%
$43.19 < X \leq 46.67$	Height	4	10,00%
$46,67 \leq X$	Very High	5	12,50%

Based on the table above, it can be seen that the majority of the learning interest of SD Negeri 2 Palapa students is in the medium category with a percentage of 50.00% with a frequency of 20 students.

The results of the peer interaction score category can be seen in the following diagram.

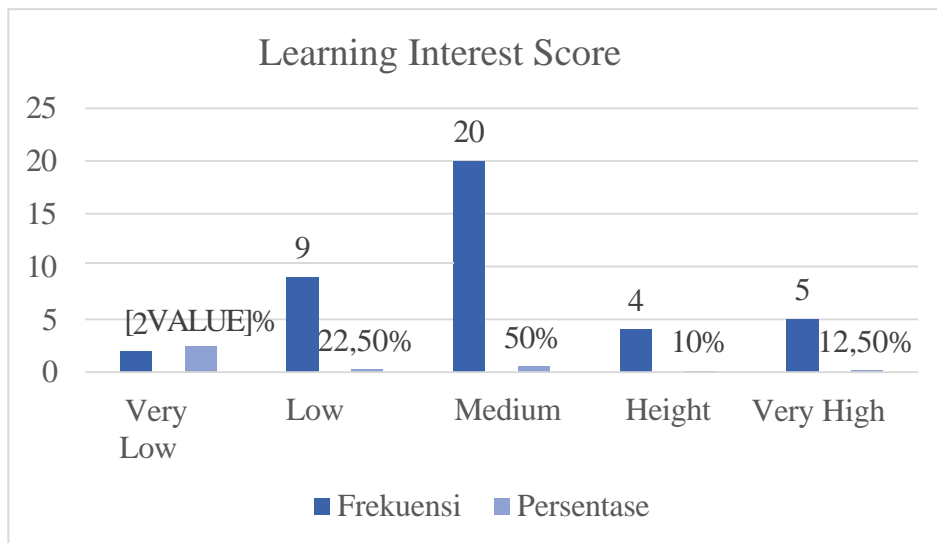


Figure 2. Learning Interest Score Category Chart

Once the analysis of the collected data has been thoroughly carried out and the information has been carefully categorized into appropriate groups, the next phase involves rigorous testing of the basic prerequisites for data analysis, which includes conducting assessments such as normality tests and linearity tests. To effectively evaluate the normality of the variables in this particular study, there are two different data sets that require examining their adherence to the principles of normality; This dataset consists of responses derived from peer interaction questionnaires as well as study interest questionnaires, both of which have undergone previous assessments to ensure their validity and reliability.

The normality test used in the context of this research study is the Kolmogorov-Smirnov test, which is run with the help of SPSS statistical software version 26. After careful analysis of the results obtained from the calculations carried out during the normality test, the researchers have confirmed that for the peer interaction questionnaire, the calculated value was found to be 0.077, which is clearly greater than the alpha level of 0.05, thus indicating that the data relating to the peer interaction questionnaire follow a normal distribution. Furthermore, when examining the data corresponding to the research interest questionnaire, the calculated value was determined to be 0.154, which also exceeded the threshold of 0.05, indicating that this dataset was also distributed normally.

In addition to the normality assessment, a linearity test is run to ascertain whether there is a linear relationship between the variables of peer interaction and learning interest. Within the framework of this study, the results obtained came from a peer interaction questionnaire

in conjunction with a learning interest survey, both of which had previously undergone normality testing to confirm that the data set in question complied with the normal distribution criteria. After this, a linearity test is performed to evaluate whether survey data related to peer interaction and learning interests show linear characteristics. The linearity test implemented in this study uses an ANOVA test specifically designed for linearity, and this analysis is also facilitated by SPSS software. After completing the linearity test via SPSS, the resulting linearity indication value was recorded as 0.660, which was significantly greater than the 0.05 benchmark, thus leading to the conclusion that the data in question did not display a linear relationship. However, it is important to note that the results relating to deviations from linearity resulted in significant values exceeding 0.05, specifically 0.341, indicating that there was no substantial deviation from the data from a straight line. As a result, the interpretation of the linearity test conducted showed that the data obtained did not show significant linear characteristics.

After the comprehensive implementation of the normality test and the linearity test, the next logical development in the analytical process is the Hypothesis test, which serves as a powerful method for assessing whether there is a significant influence between variable x and variable y. Based on the findings obtained from the careful analysis of the data that has been carried out, the resulting data has been determined as normal distributed; However, it is important to highlight that the data does not correspond to the linearity of the resurrection. As a direct consequence of these findings, the data in question did not meet the criteria necessary to perform a hypothesis test using simple linear regression analysis. Nevertheless, given these results, further hypothesis testing was conducted using the rho Spearman non-parametric correlation test as an alternative approach. Furthermore, the decision to use the non-parametric rho Spearman test was based on the fact that the variables examined were measured using an ordinal scale, specifically through the administration of a questionnaire that used the Likert scale format for responses.

Table 6. Spearman's Rho Correlations Non-Parametric Test Results

Correlation Coefficient	1.000	0.118
Sig. (2-tailed)	-	0.470
N	40	40

Based on the detailed information presented in the table above, it becomes clear that the results obtained from the hypothesis tests that have been carefully carried out reveal that the correlation coefficient, denoted as ($\rho = 0.118$), indicates the presence of a very weak positive

relationship, which implies that when the level of peer interaction increases, there is a slight tendency for an increase in interest in learning; However, it should be emphasized that this relationship is very weak. Furthermore, the significance score, often referred to as sig. (2-tail), resulting in a result of 0.470, which is mainly greater than the threshold value of 0.05, specifically $0.470 > 0.05$, suggesting that there is no statistically significant influence exerted by peer interaction on learners' learning interests.

The ensuing discussion of this scientific study is firmly embedded in the comprehensive results obtained from a series of carefully executed data calculations, including data description, thorough data analysis, systematic data categorization, and the prerequisite tests necessary for the analysis, which ultimately leads to hypothesis testing, which is the core calculation of this research effort. According to the results of the calculations carried out by the researchers, which began with a complete description of the results obtained from the student questionnaire and included the normality test, it was ensured that the data collected from the study was indeed distributed normally, thus strengthening the validity of the findings. Additionally, the results of the linearity test showed that there was a lack of linear relationships, signaling that peer interactions did not show a linear correlation with students' learning interests. As a result, the original hypothesis test plan, which was intended to use a simple linear regression test, was not executed as anticipated; instead, the hypothesis test is performed using a non-parametric test known as the Spearman rho correlation method. The findings obtained from the hypothesis test unequivocally showed that the alternative hypothesis (H_a) was rejected, while the null (H_o) hypothesis was accepted, thus concluding that peer interaction had no real effect on the learning interest of students enrolled in State Elementary School 2 Palapa.

D. CONCLUSION

Peer interaction does not seem to have a significant impact on the level of interest in learning shown by students enrolled in SD Negeri 2 Palapa. This statement is supported by the results obtained from the hypothesis test, which was carried out using the Spearman Rho statistical test; The findings reveal a calculated value of 0.470, which corresponds to a level of significance that exceeds the threshold of 0.05, specifically indicating that 0.470 is indeed greater than 0.05. The absence of an observed significant effect between the independent variable, referred to as the X variable, and the dependent variable, known as the Y variable, can be attributed to many factors that are likely to exert a more pronounced influence on students' interest in learning.

Nevertheless, it is important to note that peer interaction does maintain a positive correlation with interest in learning, although not strongly. This relationship is supported by the results obtained from the linearity test, which shows that the correlation coefficient ($\rho = 0.118$)

indicates a very weak but positive direction of this relationship. As a result, while peer interaction does not have a substantial effect on learning interest, it still plays a role that, while minimal, remains noteworthy in the context of broader educational engagement. Therefore, it is important for educators and stakeholders to consider these dynamics when assessing the factors that contribute to students' motivation and interest in learning activities.

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