

HUBUNGAN ANTARA KONFORMITAS TEMAN SEBAYA DENGAN MOTIVASI BELAJAR SISWA SMA INSAN CENDEKIA MADANI

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ABSTRAK

Motivasi belajar merupakan faktor penting dalam keberhasilan siswa. Remaja SMA, khususnya di lingkungan *boarding school*, memiliki interaksi intens dengan teman sebaya yang dapat memengaruhi sikap dan perilaku mereka. Pada tahap perkembangan ini, remaja cenderung menyesuaikan diri dengan norma kelompok agar diterima secara sosial, yang dikenal sebagai konformitas. Proses ini dapat memengaruhi motivasi belajar, karena siswa lebih mudah mengikuti perilaku teman sebayanya, termasuk dalam konteks akademik. Penelitian ini memiliki tujuan untuk menguji hubungan antara konformitas teman sebaya dengan motivasi belajar siswa SMA Insan Cendekia Madani. Populasi dari penelitian ini berjumlah 167 murid. Sampel dari penelitian ini berjumlah 119 murid yang merujuk kepada tabel *Isaac and Michael* dengan taraf kesalahan 5%. Sampel ditentukan dengan teknik *probability sampling* yakni dengan menggunakan *cluster sampling*. Data penelitian diperoleh menggunakan Skala Konformitas Teman Sebaya (25 aitem; $\alpha=0.91$) dan Skala Motivasi Belajar (22 aitem; $\alpha=0.85$). Melalui metode penelitian kuantitatif serta analisis data menggunakan regresi sederhana diketahui bahwa terdapat hubungan positif signifikan antara konformitas teman sebaya dengan motivasi belajar siswa SMA Insan Cendekia Madani. Semakin tinggi tingkat konformitas teman sebaya maka semakin tinggi tingkat motivasi belajar, begitu pula sebaliknya. Konformitas teman sebaya mampu memberikan sumbangan efektif sebesar 11% terhadap motivasi belajar ($R=0.33$, $R^2=0.11$, $F=14.58$ $b=0.23$, dan $p<.001$). Temuan ini menunjukkan bahwa kekuatan sumbangan efektif dari konformitas teman sebaya berada pada kategori rendah–sedang serta dapat dijadikan dasar dalam perumusan strategi peningkatan motivasi belajar siswa melalui pendekatan sosial berbasis teman sebaya di lingkungan *boarding school*.

Kata kunci: konformitas teman sebaya; motivasi belajar; siswa *boarding school*

THE RELATIONSHIP BETWEEN PEER CONFORMITY WITH LEARNING MOTIVATION AMONG STUDENTS OF INSAN CENDEKIA MADANI HIGH SCHOOL

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ABSTRACT

Learning motivation is an important factor in student success. High school adolescents, particularly in boarding school environments, engage in intense peer interactions that can influence their attitudes and behaviors. At this stage of development, adolescents tend to conform to group norms in order to be socially accepted, which is known as conformity. This process can affect learning motivation, as students are more likely to follow the behavior of their peers, including in academic contexts. This study aims to examine the relationship between peer conformity and learning motivation among students at Insan Cendekia Madani High School. The population of this study consisted of 167 students. The sample consisted of 119 students, determined using the Isaac and Michael table with a 5% margin of error. The sample was selected using a probability sampling technique, specifically cluster sampling. Data were collected using the Peer Conformity Scale (25 items; $\alpha=0.91$) and the Learning Motivation Scale (22 items; $\alpha=0.85$). Using a quantitative research method and data analysis through simple regression, it was found that there is a significant positive relationship between peer conformity and learning motivation among students of Insan Cendekia Madani High School. The higher the level of peer conformity, the higher the level of learning motivation, and vice versa. Peer conformity contributed 11% of the variance in learning motivation ($R=0.33$, $R^2=0.11$, $F=14.58$, $b=0.23$, and $p<.001$). These findings indicate that the effective contribution of peer conformity falls within the low to moderate category and may serve as a foundation for formulating strategies to enhance student motivation through peer based social approaches in boarding school settings.

Keywords: peer conformity; learning motivation; boarding school students