The Relationship Between Peer Interaction and Students' Learning Outcomes in Social Studies Among Eighth Grade Students of SMPN 2 Pulau Punjung, Dharmasraya Regency

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Abstrak
Penelitian ini bertujuan untuk mengetahui hubungan interaksi teman sebaya terhadap hasil belajar IPS siswa kelas VIII SMPN 2 Pulau Punjung Kabupaten Dharmasraya. Jenis penelitian ini adalah kuantitatif dengan metode korelasional. Populasi penelitian adalah seluruh siswa kelas VIII SMPN 2 Pulau Punjung, dengan sampel 32 siswa kelas VIII.A yang dipilih menggunakan purposive sampling. Data hasil belajar diperoleh dari nilai MID semester IPS. Analisis data menggunakan uji normalitas, uji linearitas, dan uji korelasi Pearson Product Moment dengan bantuan SPSS 26. Hasil penelitian menunjukkan nilai korelasi sebesar 0,691 dengan signifikansi 0,000 < 0,05, yang berarti terdapat hubungan signifikan antara interaksi teman sebaya dengan hasil belajar IPS siswa. Artinya, semakin baik interaksi teman sebaya, semakin tinggi pula hasil belajar siswa.
Kata Kunci: Interaksi Teman Sebaya, Hasil Belajar, IPS.

Abstract
This study aims to determine the relationship between peer interaction and the learning outcomes of eighth-grade students of SMPN 2 Pulau Punjung, Dharmasraya Regency. This type of research is quantitative with a correlational method. The study population was all eighth-grade students of SMPN 2 Pulau Punjung, with a sample of 32 class VIII.A students selected using purposive sampling. Learning outcome data were obtained from the mid-semester social studies scores. Data analysis used normality test, linearity test, and Pearson Product Moment correlation test with the help of SPSS 26. The results showed a correlation value of 0.691 with a significance of 0.000 <0.05, which means there is a significant relationship between peer interaction and students' social studies learning outcomes. This means that the better the peer interaction, the higher the student's learning outcomes.
Keywords: Peer Interaction, Learning Outcomes, Social Studies

Introduction

Education is one of the main pillars in shaping a generation that is intelligent, of strong character, and capable of facing global challenges. The success of education can be measured through students' learning outcomes, which are influenced by both internal factors (such as motivation, interest, learning style, and health) and external factors (such as teachers, learning environment, and peer interaction). Peer interaction plays an important role, as through social relationships students gain support, motivation, and valuable learning experiences. Peer interaction can influence academic achievement (Santrock, 2007). Several studies support this view. Fatonah (2021) found a positive relationship between social interaction and Social Studies learning outcomes at SDN 44 Bengkulu. Junistia (2023) demonstrated that peer interaction and learning interest significantly

affect thematic learning outcomes of elementary school students. Similarly, Syam (2023) stated that positive social interaction is closely related to the improvement of Social Studies learning outcomes. These findings indicate that peer interaction is one of the key external factors that must be considered in efforts to enhance student achievement.

Preliminary observations at SMPN 2 Pulau Punjung showed that students' interactions remain limited to small groups (cliques), which hinders optimal communication and collaboration among students. This condition has an impact on the low Social Studies learning outcomes. Based on the mid-semester data for the 2024/2025 academic year, only about 20% of students achieved the minimum competency standard.

Table 1. Social Studies Mid-Semester Scores of Eighth-Grade Students at SMPN 2 Pulau Punjung

Class	Number of Students	KKTP < 75	KKTP ≥ 75	Percentage Not Achieved	Percentage Achieved
VIII.A	32	28	4	88%	12%
VIII.B	32	22	10	69%	31%
VIII.C	32	27	5	85%	15%
VIII.D	32	26	6	81%	19%
VIII.E	32	26	6	81%	19%

Data Source: SMPN 2 Pulau Punjung Administration Office (2025)Tabel 1. diatas The findings indicate that most students have not yet reached the minimum learning mastery standard (KKTP 75), particularly in class VIII.A, which recorded the highest rate of non-mastery (88%). These data highlight the importance of paying attention to social interaction factors, especially peer interaction, in supporting students' academic achievement.

According to the theory of social interaction (Soekanto, 1990), positive social relationships can enhance cooperation, communication, and self-adjustment. Santrock (2007) emphasized that peer groups serve as a primary agent of socialization that influences students' learning motivation, attitudes, and habits. Therefore, the more positive the peer interaction, the greater the likelihood for students to achieve optimal learning outcomes. Based on this background, this study was conducted to examine the relationship between peer interaction and Social Studies learning outcomes among eighth-grade students at SMPN 2 Pulau Punjung.

Research Method

This study employed a quantitative approach with a correlational research design. The population consisted of all eighth-grade students of SMPN 2 Pulau Punjung in the 2024/2025 academic year, with a sample of 32 students from class VIII.A selected through purposive sampling based on the criteria of having the largest peer groups and the lowest learning outcomes. Data collection techniques included questionnaires, observations, interviews, and document analysis. Data were analyzed using normality testing, linearity testing, and Pearson Product Moment correlation with the assistance of SPSS version 26.

Results and Discussion

To ensure that the data could be analyzed using correlation, classical assumption tests were first conducted, namely normality and linearity tests.

Table 2. Normality Test

Variabel	Uji Shapiro-Wilk (Sig.)	Distribusi
Variabel Y	0.193	Normal
Variabel X	0.237	Normal

Data Source: SPSS Version 26 Output
The normality test in this study was carried out using the Shapiro-Wilk test, as the sample size was fewer than 50 respondents

(n = 32). Based on Table 2, the Y variable (Social Studies Learning Outcomes) obtained a Sig. value of 0.193, while the X variable (Peer Interaction) obtained a Sig. value of 0.237. This indicates that both variables are normally distributed. Therefore, subsequent data analysis can be conducted using parametric statistical techniques, one of which is the Pearson Product Moment correlation test.

Table 3. Linearity Test

Komponen	df	F	Sig.
Linearitas	1	38.724	0.000
Deviasi dari Linearitas	19	1.648	0.199

Data Source: SPSS Version 26 Output

Based on Table 2, the results of the linearity test using ANOVA showed that the significance value for the Linearity component was 0.000, while the significance value for the Deviation from Linearity component was 0.199. The significance value of the Deviation from Linearity, which is greater than 0.05, indicates that there is no significant deviation from the linear relationship between the peer interaction variable and the Social Studies learning outcomes variable. This means that the data from both variables tend to follow a straight-line (linear) pattern, thereby fulfilling the basic assumptions of parametric analysis. Therefore, it can be concluded that the relationship between peer interaction and students' learning outcomes is linear. With the assumption of linearity fulfilled, the subsequent data analysis can be continued using The Pearson Product Moment correlation test was conducted to determine the strength and direction of the relationship between the variables.

Table 4. Pearson Correlation Test

Variabel	Hasil Belajar	Interaksi Teman Sebaya
Hasil Belajar	1	0.691
Interaksi Teman Sebaya	0.691	1
Signifikansi (Sig. 2-tailed)	0.000	

Variabel	Hasil Belajar	Interaksi Teman Sebaya
N (Jumlah Sampel)	32	32

Data Source: SPSS Version 26 Output

Based on the results of the Pearson Product Moment correlation test between peer interaction (X) and Social Studies learning outcomes (Y), the correlation coefficient (r) was 0.691 with a significance value of 0.000 (< 0.05). This indicates a positive and significant relationship between peer interaction and Social Studies learning outcomes. The correlation coefficient of 0.691 falls within the strong category, meaning that the higher the level of peer interaction, the higher the Social Studies learning outcomes achieved by students.

Theoretically, the findings of this study are in line with Vygotsky's (1978) socio-cognitive development theory, which emphasizes the importance of the Zone of Proximal Development (ZPD). According to Vygotsky, individuals' cognitive abilities can develop through social interaction, including interaction with peers. In the context of this study, peer interaction serves as scaffolding that helps students gain a deeper understanding of Social Studies material through discussion, collaboration, and the exchange of information.

In addition, these findings can also be explained by Albert Bandura's (1986) social learning theory, which emphasizes that individual behavior and knowledge are shaped through observational learning and interactions with others. In the learning process, students who engage in high-intensity peer interaction are more likely to adopt effective learning strategies, gain motivational support, and internalize positive attitudes toward learning.

The results of this study further reinforce Piaget's constructivist theory, which states that knowledge is actively constructed through interaction with the social and physical environment. Through interaction within peer groups, students act as active subjects who co-construct

knowledge, rather than merely passive recipients of information from the teacher.

These findings are supported by various previous studies. Fatonah (2021) stated that positive social interaction can improve Social Studies learning outcomes among elementary school students. Junistia (2023) emphasized the relationship between peer interaction and learning interest with thematic learning outcomes. Syam (2023) also demonstrated that social interaction influences the improvement of Social Studies learning outcomes in Makassar. Ramadhani (2020) showed that peer interaction contributes significantly to the academic achievement of junior high school students. Sugeng (2019) asserted that peer support plays an important role in fostering learning motivation among senior high school students. Similarly, Azizah (2022) found that positive peer interaction is associated with improved learning achievement in Social Studies at the secondary school level.

Thus, the results of this study are consistent with previous findings, namely that the more positive the peer interaction, the higher the students' learning outcomes. Healthy interaction can foster support, motivation, and a conducive learning environment, which ultimately enhance academic achievement.

Conclusion and Suggestions

This study concludes that there is a positive and significant relationship antara peer interaction and the Social Studies learning outcomes of eighth-grade students at SMPN 2 Pulau Punjung. The better the peer interaction, the higher the students' learning outcomes.
Suggestions: 1) Students are expected to enhance positive interactions with their peers during learning activities. 2) Teachers should encourage heterogeneous group collaboration to foster healthy peer interaction. 3) Schools can develop programs that strengthen students' social relationships as an effort to improve learning outcomes.

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