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THE INFLUENCE OF STUDENTS LEARNING INTEREST AND PEER SUPPORT ON ECONOMIC LEARNING OUTCOMES AT SMAN 50 JAKARTA

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Abstract:
Learning outcomes are changes in the abilities achieved by students after undergoing the learning process, which includes cognitive, affective, and psychomotor aspects. The purpose of this study is to determine whether economics learning outcomes can be influenced by students' interest in learning and peer support at SMAN 50 Jakarta. This study uses a quantitative method with a survey research design. The population in this study includes 251 tenth-grade students and a sample of 154 students determined by the Slovin formula. The results show a significance of students' interest in learning towards learning outcomes of 0.000 and Standardized Coefficients B of 0.609. The variable of peer support has a negative impact of 0.413 on learning outcomes, although its significance is also below 0.05 (0.000). However, peer support has a significant positive effect on learning interest, with a significance value of 0.000 which is smaller than 0.05 and an R Square of 0.176. This means that 17.6% of the learning interest variable can be explained by peer support.

Keywords: *Learning Interest, Peer Support, Economic Learning Outcomes*

BACKGROUND

Learning outcomes are often regarded as one of the benchmarks of an individual's academic success. Many individuals strive to do various things to achieve optimal learning outcomes, as these achievements are often used as a reference to determine whether someone will succeed in the future. Positive economics learning outcomes can help students make appropriate financial choices and understand economic issues. However, students in Senior High Schools often face challenges in achieving maximum economics learning outcomes.

The subject of economics teaches students how to manage their lives well, especially in arranging their finances so that daily expenses while at school can be minimized (Siri and Haya,

2023). In order for students to complete their academics well, they need to achieve satisfactory learning outcomes. However, there are several challenges in achieving good learning outcomes, such as the lack of interest in studying economics among students, which can lead to a lazy attitude towards learning. This could be due to a mismatch between the interests and talents desired by the students or a lack of relationships and support from peers.



Figure 1. Economic Learning Outcomes

Based on the image above, it appears that the understanding of students regarding economic concepts needs to be improved. Out of 105 students, 69 percent or 72 students are still receiving grades below average in economics, which means they have not met the mastery learning criteria. Students who managed to achieve scores above the Minimum Completeness Criteria consist of 33 students with a percentage of 31 percent, who successfully meet the school's completeness criterion set at 78. This indicates that the learning process has still not been successful for the majority of students. This failure is suspected to be caused by the students' lack of interest in studying economics and the low enthusiasm and motivation from their peers.



Figure 2. Pra-Survei Learning Outcomes

According to the results of the *Pra-Survei*, 48.7 percent of students still do not understand the reasons behind their low learning outcomes. Meanwhile, 33.3 percent show some progress

in understanding the root of the problem, but it is not yet significant. Factors from within themselves and external factors also play a role in determining learning outcomes. Interest in learning reflects an internal factor, while external factors include support provided by peers. Interest in learning is a crucial starting point for students to achieve outcomes that meet expectations (Safitri, 2023). If students have high interest in learning, they will be more focused, think critically, be motivated, and actively participate in learning.

During the learning process, not all students fully understand what is presented by the teacher. In such situations, students sometimes feel stress or pressure due to difficulties in comprehending the material explained. Support from peers can be a contributing factor in improving learning outcomes and facilitating students in understanding the subject matter. According to Kamran et al. (2023), group discussions, interaction with peers, and collaborative projects encourage students to work together, communicate effectively, and exchange ideas. This not only enhances students' social skills but also fosters a sense of togetherness and ownership among them, which can improve learning outcomes.

Several studies have been conducted, such as the research by Pangesti and Rahman (2024), Ningrum and Rafsanjani (2024), Devina and Sembiring (2024), Aulia et al. (2023), and Maheni (2019), which show a positive influence on peer relationships. Peers who are highly motivated in learning can inspire other students to study more seriously, enabling them to achieve good results, and vice versa. However, there seems to be a discrepancy in the findings ofRahmadhany and Wahjudi (2021), which indicate that support from peers does not show a positive impact on students' learning outcomes. This is because students' success in learning is usually influenced by intelligence and abilities that come from within themselves. If the peer environment is good but the students lack the ability or desire to learn from within, they will not be able to achieve optimal learning outcomes.

Peer support influences learning outcomes as indicated by previous research. However, some argue that this support has no effect on learning outcomes at all. The inconsistency of these findings prompts the researcher to conduct further studies with a different and more specific population, particularly in economics subjects. Furthermore, practically speaking, repeating lessons at home is still difficult for students and hasn't been executed well, leading to low student interest in learning. This low interest can adversely affect unsatisfactory learning outcomes.

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THEORETICAL FRAMEWORK

1. Interest in Learning towards Learning Outcomes

Interest in learning is an important factor that influences the success of learning outcomes (Wala, 2025). Learners with a high interest in learning are more likely to achieve all learning objectives. According to research by Roko et al. (2024), an individual who demonstrates an interest in learning is considered talented because they are motivated to learn and find the process enjoyable. This is supported by Judith Harter's Expectancy-Value Theory, which states that the higher the value expectations that learners feel related to economics, the better their learning outcomes in economics (Furqon, 2024).

When students have a high interest in learning, they tend to be more focused, think critically, are motivated, and are more active in their studies. According to Putri (2024), a strong interest can encourage students to pay more attention to their lessons. Conversely, low interest in learning can lead to less satisfactory learning outcomes. The same was found by Bella (2024), who showed that students with high interest in learning are usually more enthusiastic, active, and take initiative in their studies.

David McClelland's Achievement Motivation Theory explains that a high motivation to achieve tends to encourage learners to study consistently, work harder when facing difficulties in understanding economic concepts, and manage their time well (Ridho, 2020). Therefore, interest in learning is considered very important in influencing learning outcomes, as interest can be a driving force to act according to individual desires, as well as fulfill needs that can ultimately influence a person's wishes (Aminingtyas and Wardhani, 2023). Based on several theories from experts and previous research, it can be concluded that interest in learning is associated with learning outcomes.

2. Peer Support for Learning Outcomes

When the learning activities are taking place, not all students fully understand what the teacher is conveying. In this situation, students sometimes feel stressed or pressured due to the difficulty in understanding the material being explained. In fact, Siahaan et al. (2024) states that in the context of learning, the peer environment plays an important role because it can influence students' attitudes, motivation, and learning outcomes. Support from peers can be a supporting factor that enhances learning outcomes and facilitates students' understanding of the subject matter. According to Verra and Rahayu (2025),

students who receive support from peers are better able to cope with anxiety and depression, as well as have better self-confidence.

In the world of education, peer support is regarded as an essential element of social support that significantly impacts students' academic adjustment process (Zhu et al., 2025). This is confirmed by Susanty and Marsofiyati (2024), who state that peers who meet frequently can create a conducive learning environment. Peers serve as social support that facilitates students in the learning process and provides the motivation needed to achieve academic goals (Wurdaningrum et al., 2025). In addition, peers who can provide a positive influence are those who can inspire their friends to do good through their words and actions.

The foundation of Albert Bandura's Social Cognitive Theory explains that peers can serve as good examples for learning, and their support can enhance students' confidence to be more motivated in learning and facing various challenges both during learning and assignments (Mardani and Azizah, 2021). Based on several theories from experts and previous research, it can be concluded that peer support is related to learning outcomes.

3. Peer Support for Learning Interest

The lack of friends at school can make students feel embarrassed and less confident (Jelita and Vevi, 2024). This is because, according to Oktaiani and Perianto (2022), peer support is very helpful or provides support to students who have social problems, family issues, can improve the school climate, and enhance social skills. Sari (2020) states, "Peer learning assistance can eliminate awkwardness." This means that with peers, students do not feel reluctant, inferior, ashamed, and so on, so it is hoped that students who do not understand will not hesitate to express the difficulties they face.

There is a theory from Salomon regarding social support, where support from peers is considered a form of social support given by friends in various situations to create positive change within a person (Nuryani, 2024). This is because peer support can take the form of assistance, attention, companionship, and mutual respect in various conditions. Rahma et al. (2021) also explain that peer social support plays a role in adolescent learning development, so the friends or peers an adolescent associates with can influence their interest in learning. Furthermore, according to Aulia et al. (2023), if students interact with peers who have a high learning motivation, other students will be motivated to increase

their own learning enthusiasm, leading to optimal learning outcomes together. Based on several previous studies, it can be concluded that peer support is related to the interest in learning.

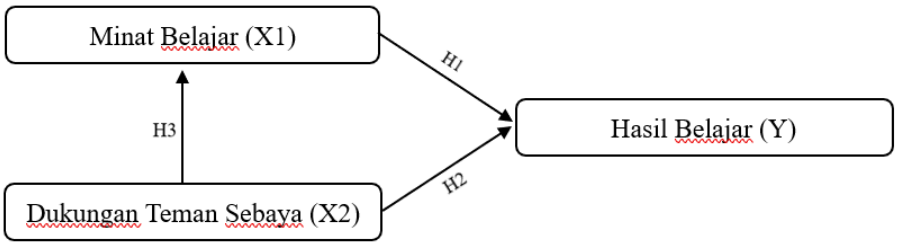


Figure 3. Framework of Thinking

METHOD

The research approach used is a quantitative approach. The research design applied is a survey design. This research uses path analysis with IBM SPSS Statistics 25. The population in this study includes 251 students from Class X. The sampling technique used in this research is probability sampling with simple random sampling method. The determination of the sample size used Slovin's formula resulting in 154 students. The instrument for the variable of learning outcomes comes from documentation of the exam results provided by the economics subject teacher, with an interval scale using numbers 0-100 according to the assessment system in the school. The instrument for learning interest is based on students' self-assessment regarding their level of internal motivation to actively participate in the learning process, measured with a questionnaire using a Likert scale. The peer support instruments come from the self-assessment of students towards their peers as a form of assistance, encouragement, and positive interactions provided by peers, which contribute to the learning process of students through a questionnaire.

RESULT

Path analysis is used to analyze the patterns of relationships between variables to determine the direct and indirect effects of a set of independent (exogenous) variables on a dependent (endogenous) variable.

Table 1. Model I Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51,660	6,501		7,946	0,000
	Minat Belajar	0,901	0,109	0,609	8,299	0,000
	Dukungan Teman Sebaya	-0,568	0,101	-0,413	-5,628	0,000

a. Dependent Variable: Hasil Belajar

In the coefficients above, the significance values of both variables are known, namely X1 = 0.000 and X2 = 0.000 ≤ 0.05. This result concludes that regression model I, consisting of variables X1 and X2, has a significant effect on Y. Variable X1 has a significant positive effect on Y, while variable X2 has a significant negative effect on Y.

Table 2. Coefficient of Determination Model I

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.575[a]	.330	.321	8.621

a. Predictors: (Constant), Dukungan Teman Sebaya, Minat Belajar

The R Square for model I is 0.330 which means that interest in learning (X1) and peer support (X2) affect learning outcomes (Y) by 33%. Meanwhile, the value of e1 can be calculated using the formula e1 = √((1-0.330)) = 0.818.

Table 3. Model II Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,253	4,144		7,542	0,000
	Dukungan Teman Sebaya	0,390	0,069	0,419	5,690	0,000

a. Dependent Variable: Minat Belajar

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In the coefficients above, the significance value of variable X2 is known to be 0.000, which means ≤ 0.05. This result concludes that the regression model II, where variable X2 affects X1, has a significant positive effect on Y, thus H3 is accepted.

Table 4. Coefficient of Determination Model II

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.419[a]	0,176	0,170	6,442

a. Predictors: (Constant), Dukungan Teman Sebaya

The table above shows an R Square value of 0.176, which means the influence of the peer support variable (X2) on learning interest (X1) with an indirect effect on learning outcomes (Y) is 17.6%. Meanwhile, the value of e2 can be calculated using the formula e2 = √((1-0.176)) = 0.907.

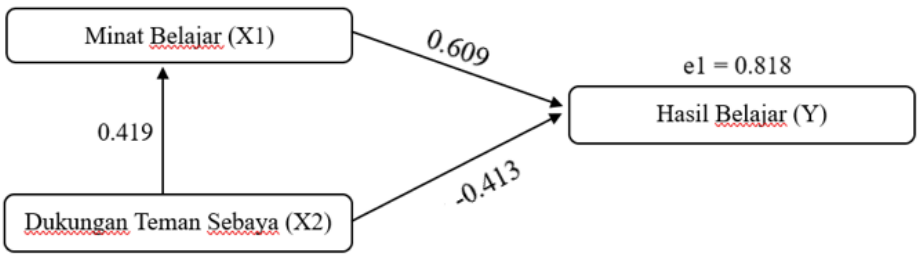


Figure 4. Diagram Jalur (Path Analysis)

The image above shows direct and indirect influences. The first direct influence is the interest in learning on learning outcomes with a direct influence of 0.609. The second direct influence is peer support on learning outcomes of -0.413. There is an indirect influence between peer support and learning outcomes, namely:

- Indirect effect = (X2 -> X1) × (X1 -> Y)
- Indirect effect = 0.419 × 0.609 = 0.255

Table 5. Pengaruh Total

Jalur	Langsung	Tidak Langsung	Total
X1 -> Y	0.609	-	0.609
X2 -> Y	-0.413	0.255	-0.158

The total influence shows that learning motivation (X1) has a direct and significant positive effect on learning outcomes (Y) of 0.609. Meanwhile, peer support (X2) has both direct and indirect effects. There is a direct and negative effect on learning outcomes of -0.413. However, it also has a positive indirect effect through learning motivation of 0.255. Thus, the total influence of peer support (X2) on learning outcomes is -0.158, which is still categorized as negative but has decreased compared to the direct effect.

DISCUSSION

1. The Influence of Students' Learning Interests on Economic Learning Outcomes

The analysis results indicate that learning interest (X1) has a positive and significant effect on economic learning outcomes. Based on the normality test with the One-Sample Kolmogorov-Smirnov, a significance value of 0.000 was obtained, which is smaller than 0.05, indicating that the data is normally distributed. The multicollinearity test showed a VIF of 1.213, which is less than 10, and a tolerance of 0.824, which is greater than 0.10, indicating that there is no multicollinearity. Based on the heteroscedasticity test, a significance of 0.69 was obtained, which is greater than 0.05, indicating that there is no heteroscedasticity. Therefore, it can be concluded that the prerequisite tests for the analysis of the learning interest variable on learning outcomes meet the criteria.

Path analysis shows that the significance of students' interest in learning is 0.000, with a Standardized Coefficients B of 0.609, and R Square of 0.330. This means that variable X1 has a positive and significant effect on Y. The higher the interest in learning of the students, the higher their learning outcomes, and every increase of 1 unit in interest will increase learning outcomes by 0.609 units. Previous research also supports the same result, such as Nurbayani et al. (2024) which shows a significant positive effect with a significance of 0.039, which is smaller than 0.05. Similarly, the research results by Karno

et al. (2023) show a significance value of 0.05 and a coefficient of determination of 0.120 or 12% of students' learning outcomes. This indicates a positive and significant relationship between interest in learning and learning outcomes in economics.

Interest in learning can serve as an initial step for students in comprehending their studies. Students with a high interest in learning will increase their attention and desire to continue understanding their studies in depth. Previous research by Dukalang and Sudirman (2024) states that interest in something will generate awareness or motivation. Similarly, in Sebastian et al. (2024), learning interest can arise from a sense of curiosity, which gives an individual goals and direction. This is consistent with Expectancy-Value Theory by Judith Harter and Achievement Motivation Theory by David McClelland. Both theories explain that learning interest can grow when students have the expectation of success in their studies. The higher the confidence and perception of students regarding the importance of economics lessons, the higher the interest and effort they will exert.

According to the test results, X1 has a significant positive effect of 0.609 on Y; therefore, when interest in a subject has been formed, students will feel happier in learning activities. Conversely, if there is no interest, students will feel forced or disconnected from the material being studied. In the research by Mustari et al. (2023), it is explained that learning interest can encourage student involvement during the learning process through attention, desire, emotional drive, and help students in understanding the learning material.

2. The Influence of Peer Support on Economic Learning Outcomes

The normality test using the One-Sample Kolmogorov-Smirnov shows a significance value of 0.000, which is less than 0.05, meaning the data is normally distributed. Based on the multicollinearity test, the VIF is 1.213, which is less than 10, and the tolerance is 0.824, which is greater than 0.10, indicating that there is no multicollinearity. Based on the heteroscedasticity test, the significance is 0.232, which means it is greater than 0.05, thus there is no heteroscedasticity. Therefore, it can be concluded that the prerequisite test analysis for the variable of learning interest towards learning outcomes meets the criteria.

The results of the testing show that the variable of peer support (X2) has a negative effect of 0.413 on learning outcomes (Y), although its significance is also below 0.05 (0.000) as a direct effect. The higher the peer support, in certain contexts, may actually lower the learning outcomes of students. There is also an indirect effect between peer

support and learning outcomes, namely peer support for learning interest of 0.419 × 0.609 = 0.255. Thus, the total effect of peer support (X2) on learning outcomes is -0.158, which is still classified as negative but decreased compared to the direct effect. This is because peers can more rapidly influence students' personalities (Ningrum and Rafsanjani, 2024). This phenomenon can be explained by considering the social context among adolescents, where peer support is not always academic in nature. In some cases, strong social relationships among learners can divert attention from learning activities to non-academic activities such as excessive use of social media, excessive joking in class, or peer pressure to not stand out too much academically.

The test results are not entirely contrary to Albert Bandura's Social Cognitive Theory, which emphasizes the importance of the social environment in learning. However, when social interactions are not facilitated in a directed manner, potential negative outcomes may arise and affect students' academic performance. Devina and Sembiring (2024) also mention that adolescence is a period of individual psychological development that is more directed towards the process of self-discovery. Therefore, students' learning outcomes will be influenced by their peers. This is in line with the research of Aulia et al. (2023) stating that students should be wise in recognizing who they associate with, the things they need to pay attention to while socializing, spreading positive aspects such as studying together, exchanging ideas and providing solutions, as well as encouraging each other when facing lower grades to maintain motivation for learning.

Based on the questionnaire that has been distributed, the lowest percentage is found in the statement 'I rarely invite friends when there are school activities', indicating that many students still lack peers to enhance their learning outcomes together through school activities. Thus, the research results show that peer support does not influence academic performance. This is reinforced by the studies of Pangesti and Rahman (2024) and Maheni (2019), which state that the peer variable can have a negative impact on learning outcomes. In previous studies, an increase in interactions with peers that are not academic has actually led to a decline in academic performance. Therefore, although social interaction is important, there needs to be proper management and direction so that peer support can contribute to academic achievement.

3. The Influence of Peer Support on Students' Learning Interest

The results of the regression analysis of model II show that peer support (X2) has a significant positive effect on learning interest (X1), with a significance value of 0.000 which is less than 0.05 and an R Square of 0.176. This means that 17.6% of the learning interest variable can be explained by peer support. The higher the peer support, the more it will affect higher learning interest. Based on the Standardized Coefficients B, every increase of 1 unit in peer support will increase learning interest by 0.419 units.

The results strengthen the view of the Social Support Theory by Salomon, which states that emotional and social support from peers can enhance students' self-confidence and interest in engaging with learning. In the context of economic learning, positive peer support such as study groups, sharing materials, and discussing real economic phenomena can facilitate an increase in learning interest. This also indicates that peer support is more effective when directed towards supporting the learning process, rather than merely for social purposes.

Sari (2020) supports this finding, where peer tutors have been shown to enhance students' learning interest. With the presence of peer tutors, less active students become active because they are no longer embarrassed to ask questions and express their opinions freely, as peer tutors embody what is hidden in their hearts. Rahma et al. (2021) state that peer support is one of the factors that influence learning interest. This is because, in school, students are very diverse, such as rarely informing their peers when there are additional group study sessions, peers who are reluctant to share information about school assignments, peers who do not provide homework information if their friend is absent from school, peers who often invite others to study in the school library, and peers who study together in good tutoring centers.

According to Isrofi and Affandi (2025), peers are important for guiding individuals from dependence on family towards independence, and this independence will also lead students to interest in learning and academic success. Peer support indeed plays a role in learning development, so who teenagers socialize or befriend can influence their interest in learning (Oktaiani and Perianto, 2022). Therefore, peer support can influence students' interest in learning.

CONCLUSION

Based on the research results conducted regarding the influence of students' interest in learning and peer support on economics learning outcomes at SMAN 50 Jakarta, several important findings can be concluded as follows:

1. Students' interest in learning has a positive and significant effect on economics learning outcomes. The higher the interest in learning that students possess, the higher their learning outcomes will be. Interest in learning is an important factor that drives attention, motivation, and effort in understanding economics education.
2. Peer support has a negative and significant effect on learning outcomes in economics. This means that in certain contexts, the higher the intensity of peer support, the more it can actually decrease students' learning outcomes, especially if that support is not directed towards academic activities but rather has a social nature that disrupts learning focus.
3. Peer support has a positive and significant influence on students' interest in learning. Positive support that aids the learning process, such as discussions, group studying, and sharing materials, can enhance students' interest in learning. In addition, peer support makes students feel more confident, thereby increasing their interest in learning. This shows that the influence of peers can be a positive potential when facilitated academically.

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