

The Influence of Study Discipline, Study Motivation, and Peer Environment on Student Learning Outcomes in Islamic Religious Education

Achmad Nur Rofiuddin¹, Amir Bandar Abdul Majid², M. Yusron Maulana El-Yunusi³

Universitas Sunan Giri Surabaya

achmadnurrofiuddin@gmail.com

ARTICLE INFO

Article history

Received January 4, 2026

Revised January 27, 2026

Accepted January 31, 2026

Keywords: Learning Outcomes, Study Discipline, Motivation to Learn, Peer Environment, Islamic Religious Education.

ABSTRACT

Learning outcomes are one of the important indicators of the success of the educational process, which are influenced by various internal and external factors. In reality, students' learning outcomes in Islamic Religious Education are still varied, indicating the need to examine factors such as study discipline, learning motivation, and peer environment. This study aims to analyze the influence of study discipline, learning motivation, and peer environment on students' learning outcomes in Islamic Religious Education at Darul Ulum Waru Junior High School, Sidoarjo. This research employed a quantitative approach using a survey method. The population consisted of 255 students, with a sample of 162 students selected through convenience sampling. Data were collected using questionnaires and analyzed using multiple linear regression analysis. The results of the study indicate that learning motivation has a positive and significant effect on students' learning outcomes, while study discipline does not have a significant effect. In addition, the peer environment also has a positive and significant influence on learning outcomes. These findings suggest that improving students' learning motivation and fostering a positive peer environment play a crucial role in enhancing learning outcomes in Islamic Religious Education.

1. INTRODUCTION

Education plays a strategic role in shaping individuals with strong character, high quality, and noble morals (Abidin, 2019). This role is in line with the objectives of national education as stipulated in Law Number 20 of 2003 concerning the National Education System, Chapter IV Article 3, which states that education serves to develop the potential of students, shape the character of the nation with noble morals, and educate the nation (Purbiyanto & Rustiana, 2018). The main objective of education is to optimally develop the potential of students to become individuals who are faithful and pious, have noble character, are physically and mentally healthy, have broad knowledge, adequate skills, are creative and independent, and are able to carry out their roles as democratic and responsible citizens.

Student learning outcomes are influenced by a number of factors, both internal, originating from within the student, and external, originating from the surrounding environment. One relevant illustration can be seen in the difference in learning outcomes between students who have high

levels of motivation and discipline and students who receive less support or attention from their classmates. A number of studies reveal that students who show consistency in their study habits and are able to use their time efficiently generally achieve more optimal learning outcomes. When students engage in additional non-academic activities that distract them from their studies, the problem becomes even more severe. One of the biggest obstacles to achieving the best learning outcomes is low learning motivation. A particularly interesting phenomenon is students' dependence on external rewards, such as grades or prizes, which results in a decline in learning enthusiasm if these rewards are not given (Hasanah & Mulyadi, 2019).

One important attitude that needs to be instilled in children from an early age is to get used to being disciplined in learning. According to Tu'u (2004), optimal learning outcomes are not solely determined by adequate, good, or exceptional intelligence, but also depend heavily on the discipline applied in the school environment, consistency in individual learning discipline, and behavior that reflects a positive attitude. Observations conducted at Darul Ulum Waru Junior High School show that there are still students who lack discipline. For example, there are still students who are often late to school, which can interfere with their learning outcomes. To create superior individuals, discipline is very important. Tu'u (2004) emphasizes that self-aware discipline will motivate students to achieve academic success. Conversely, students who often violate school rules tend to experience obstacles in developing their full potential and achieving optimal performance.

The incident that occurred at Darul Ulum Waru Junior High School was that students still had low motivation to learn and depended on the teacher's teaching system, without any initiative to study independently. Motivation plays a crucial role in the learning process, because individuals who do not have the drive to learn tend not to be effectively involved in learning activities (Djamarah, 2011). Learning motivation is an internal drive that encourages students to actively participate in learning activities, based on a strong desire to achieve maximum learning outcomes (Nashar, 2004). Learning motivation plays a crucial role in fostering student enthusiasm during the learning process. Conversely, low motivation can reduce enthusiasm for learning, which ultimately has a negative impact on learning outcomes. Motivation is often likened to drops of water that slowly but consistently erode a stone; that is, continuous encouragement, even if small, can bring about significant changes in students. Wartu (2016) revealed that students who initially did not excel in academic abilities, when given the right motivation and the opportunity to practice intensively, can eventually show significant progress and even achieve extraordinary achievements.

The peer environment contributes to learning outcomes because it has a direct influence on students' daily lives. According to Slavin (2008), the peer environment is a social environment

where individuals of relatively similar age and status interact and form social relationships. In the school environment, the most dominant form of interaction occurs among peers. In this context, students interact and communicate with each other in various learning and social activities. Students may experience difficulties due to this peer environment. At Darul Ulum Waru Junior High School, there are still students who violate school rules by being disorderly and disrespectful due to peer influence. Interaction with peers also has a positive impact that can support optimal learning outcomes because peer influence is usually stronger than the influence of teachers and parents (Wati & Isroah, 2019).

According to Watson (2002), learning outcomes are new skills acquired by students after participating in the learning process, which they did not previously master. Learning outcomes are achievements obtained by an individual as a consequence of their involvement in the learning process (Purbianto & Rustiana, 2018). Learning outcomes can be interpreted as changes in individual behavior reflected through increased abilities, from initially being unable to becoming able, and from not knowing to understanding a subject as a result of the learning process (Warti, 2016). Learning outcomes are the final achievements of students as indicators of success in participating in and completing a learning process (Julianty, 2017). Learning outcomes include various aspects such as behavior patterns, values, understanding, attitudes, appreciation, and skills acquired by students through the learning process. The scope of these outcomes is not limited to the cognitive domain but also includes affective and psychomotor aspects, reflecting comprehensive changes in individuals in response to learning experiences (Widayanti, 2014). Learning outcomes are a way to set clear and measurable goals for teachers and students, which often focus on the cognitive, psychomotor, and affective domains (Bloom, 1968). Learning outcomes can be interpreted as a form of change that occurs in an individual's cognitive aspects, which include various levels of thinking, from basic knowledge to evaluation and creation (Anderson & Krathwohl, 2001). Learning outcomes are behavioral transformations that include cognitive, affective, and psychomotor dimensions, which arise as a consequence of students' active participation in the learning process. These changes reflect the achievement of learning objectives as a whole, in cognitive, affective, and psychomotor aspects (Ghozali, 2018).

Learning discipline is the ability to motivate oneself to carry out tasks that must be done, even when there is reluctance or unwillingness to do so (Spohrer, 2024). Discipline in the learning process contributes greatly as an external factor that influences students' academic success. Discipline functions as a driving force that can direct, shape, and change student behavior to be in line with the values that have been instilled, encouraged, and exemplified in the educational environment (Gorbunovs et al., 2016). Positive discipline plays an important role in supporting the learning process, as it aims to create a conducive learning atmosphere and support the achievement of educational goals (Nelson, 2002). Discipline in learning has been proven to have

a positive and significant partial influence on student learning motivation (Sasmita, 2013). Discipline is an individual's ability to control themselves in accordance with applicable rules, whether they originate from internal or external factors (Suharsimi, 2003). Learning discipline involves attitudes and skills that help students achieve better academic results, especially when they are able to maintain a consistent learning routine (Crede & Kuncel, 2008). Discipline is a form of individual compliance with various rules, both written and unwritten (Moenir, 2010). KH. Hasyim Asy'ari emphasized that learning discipline is reflected in the enthusiasm and sincerity of students in seeking knowledge, as well as avoiding laziness that hinders the achievement of knowledge (Asy'ari, 2010).

Motivation comes from the term “motif,” which refers to the drive or energy within a person that moves them to take action to achieve a specific goal (Adam, 2004). Motivation is an internal element that plays a role in shaping and influencing a person's attitudes, behavior, and learning outcomes (Lena et al., 2022). Motivation is a psychological feature that stimulates an organism to act toward a desired goal and elicits, controls, and maintains behavior directed toward a specific goal (Schacter, 2011). Intrinsic motivation stems from an individual's belief in their own abilities (self-efficacy), while extrinsic motivation arises from external influences, such as rewards or sanctions (Bandura, 1982). Learning motivation is an internal drive within individuals to achieve higher performance and develop their abilities and potential optimally (El-adl & Al-kharusi, 2020). Motivation is a drive that encourages students to actively engage in learning activities. It consists of fostering enthusiasm, satisfaction, and a desire to learn (Saefuddin & Makarim, 2020). Learning motivation is an internal drive within students that serves to initiate, maintain, and direct the learning process consistently so that it runs optimally towards achieving educational goals (Sardiman, 2016). Learning motivation is an inner drive that arises from an individual's awareness to seek knowledge, which is seen as part of worship, based on religious values, faith, and a strong orientation towards the afterlife (Daradjat, 2010).

Peer groups are a collection of individuals who are within a similar age range and social status, with direct, close, and intimate interactions between members. These groups play an important role in an individual's social development after the family, starting from playgroups to interactions at school and in wider social environments (Vembriarto, 2003). This environment also has an impact on students' motivation and academic achievement at school (Bukowski et al., 1998). The quality of social competence felt in peer relationships plays an important role in bringing out students' intrinsic academic motivation (Patrick & Townsend, 1995). The peer environment supports more effective learning through cooperation and a better understanding of the needs and abilities of others in problem-solving activities (Hartup, 1998). The absence of friends can cause emotional loneliness, while a lack of acceptance among peers leads to social isolation (Bukowski et al., 1993). Peer groups consist of individuals of similar age. Interactions

within these groups can have positive and negative effects through intensive social interaction, such as through the process of behavioral imitation (Umar, 2005). Intensive and frequent involvement with people of similar age and status is part of the peer environment. A person tends to join and interact with individuals who share similar thoughts, hobbies, or other social circumstances (Slavin, 2008). Peers are part of the educational environment that influences social and religious development. Through peer interaction, Islamic values and morals are formed and strengthened (Nata, 2005).

2. METHODS

This study applies a quantitative method with a survey approach, which focuses on collecting and analyzing numerical data to explain the relationship between the variables studied, with the aim of obtaining an objective understanding of the social phenomena studied. Data collection is carried out using instruments such as questionnaires, surveys, or tests, then the data obtained is analyzed using statistical techniques to test the validity of the hypotheses established in this study (Sugiyono, 2017). The survey approach in quantitative research is carried out by collecting data from a number of respondents through questionnaires or structured interviews. The purpose of this method is to obtain systematic information related to the characteristics, views, or behavior of respondents in order to describe or explain the phenomena that occur in the population in general (Singarimbun & Effendi, 1995).

The population of this study consisted of 255 students from grades 7, 8, and 9 at Darul Ulum Waru Junior High School. This study applied the convenience sampling technique, which is a non-probabilistic sampling method in which respondents are selected based on their accessibility to the researcher, availability, and willingness to provide data. This technique was used because the researcher had limited time and resources, and the research population was within easy reach. According to Etikan et al. (2016), convenience sampling is often used in social research because it allows researchers to obtain data quickly from available groups, although the results must be generalized with caution. This study used a sample consisting of 162 students from Darul Ulum Waru Sidoarjo Junior High School who were selected based on ease of access and their willingness to fill out the questionnaire. This sample is considered sufficiently representative in describing the characteristics of the population targeted by the study.

3. RESULTS AND DISCUSSION

3.1. The Effect of Study Discipline on Learning Outcomes

The regression analysis results show that the learning discipline variable at Darul Ulum Waru Junior High School in Sidoarjo does not have a significant effect on student learning outcomes. These results reveal that the first research hypothesis is rejected and not proven. The results of this study

differ from the findings of previous studies, namely Nasution (2020), Purbiyanto and Rustiana (2018), Mulyawati et al. (2019), Arista (2018), Siahaan and Pramusinto (2018), Simba et al. (2016), Innocent and Andala (2021). However, these results are in line with the research by Winarsih et al (2013), which states that learning discipline does not have a significant effect on learning outcomes.

Academic discipline is a key element in the educational process that reflects the extent to which students are able to consistently manage themselves, their time, and their academic responsibilities at Darul Ulum Waru Sidoarjo Junior High School, an Islamic boarding school that instills religious values. Discipline is not only an administrative aspect, but also part of shaping students' spiritual and academic character. High academic discipline reflects sincerity and integrity in following the educational process, from arriving on time, completing assignments, to actively participating in teaching and learning activities. According to Zimmerman (2002), academic discipline is part of self-regulated learning, which is the ability of students to direct and control their learning behavior through planning, monitoring, and self-evaluation. Students with a good level of discipline generally have a structured learning direction and appropriate strategies to achieve their learning targets.

Research by Crede and Kuncel (2008) confirms that discipline is strongly correlated with academic success because regularity in learning helps improve understanding and memory of the material. However, according to the statistical test results of the study, although learning discipline does have a beneficial effect, it is not statistically significant in terms of student learning outcomes. This implies that although discipline is important, academic success is not solely determined by it. Other factors such as learning motivation, teaching methods, and environmental support also determine student learning outcomes. One of the factors causing the insignificant effect of discipline is the suboptimal use of learning time by teachers. Wardani and Yuliana (2022) state that even if students are disciplined, teachers who are unprofessional in managing the classroom and delivering material will still make the learning process ineffective. In addition, according to Purwanto (2013), learning discipline is also influenced by the physical and social environment in which students learn. If the classroom is not conducive or the social environment is not supportive, discipline will not have the maximum impact.

3.2.The Effect of Learning Motivation on Learning Outcomes

Based on the results of regression analysis, learning motivation was found to have a significant effect on student learning outcomes at Darul Ulum Waru Junior High School, Sidoarjo. This finding supports the initial hypothesis proposed in the study, which states that the higher the level of student learning motivation, the higher the learning outcomes achieved. These results are also in line with the findings of previous studies, namely those conducted by Nurmala et al. (2014), Novianti et al. (2020), Lestari and Sadiyah (2021), Wilkesmann et al. (2021), Setyawati (2022), Zhang et al. (2022),

Anggraini et al. (2024). Learning motivation is a stimulus from within or outside a person that drives individuals to consciously and continuously engage in learning activities (El-adl & Al-kharusi, 2020). At Darul Ulum Waru Junior High School in Sidoarjo, student learning motivation is an important aspect that continues to be nurtured through spiritual, academic, and emotional approaches. The school provides various stimuli, such as academic awards, Islamic character building, and a supportive learning environment to keep students enthusiastic about participating in the learning process.

Learning motivation has a significant influence on student learning outcomes. Students with high motivation tend to exhibit constructive learning behaviors, such as actively asking questions, reading additional materials, and completing assignments on time. This finding is in line with the Self-Determination Theory proposed by Deci and Ryan (2000), which states that intrinsic motivation, such as curiosity and personal goals, has a stronger influence on academic achievement than extrinsic motivation, such as incentives or punishments. Based on statistical analysis, learning motivation has been proven to have a positive and significant effect on student learning outcomes. Rahmawati et al. (2023) reinforce this conclusion, stating that motivation plays a major role in improving student achievement, especially when combined with learning methodologies that accommodate various learning styles.

3.3. The Influence of Peer Environment on Learning Outcomes

The regression analysis results show that the peer environment has a significant influence on student learning outcomes at Darul Ulum Waru Junior High School in Sidoarjo. These results reveal that the first research hypothesis is accepted and proven to be true. The research results confirm that student learning outcomes improve in line with the quality of their peer environment at Darul Ulum Waru Junior High School in Sidoarjo. These research results are in line with previous studies, namely those by Rahayu (2018), Khairinal et al. (2020), Pridayanti et al. (2019), Anggraeni et al. (2020), Trianah and Sahertian (2020), Shao et al. (2024), and Filade et al. (2019). The peer environment is one of the closest social contexts to students that plays an important role in shaping their attitudes, behaviors, and academic achievements. During adolescence, students tend to spend more time with friends than with family, so the influence of peers is very strong in shaping their way of thinking and decision making. At Darul Ulum Waru Sidoarjo Junior High School, interactions between students do not only occur in the classroom, but also take place in the boarding school environment and in various extracurricular activities.

According to Vygotsky (1978), social interaction in the zone of proximal development can accelerate a person's cognitive development. In this context, peers can be effective learning facilitators. For example, students who are part of a study group with highly motivated peers tend to understand the learning material more easily and are encouraged to improve their learning efforts.

Nugraheni and Hidayat (2023) emphasize that the presence of supportive friends can strengthen self-confidence and reduce anxiety levels when facing exams. On the other hand, negative influences can also arise if students are in an unproductive friendship environment. For example, associating with students who are not serious about studying can lower motivation and even encourage deviant behavior such as cheating or skipping class. Therefore, schools need to actively monitor and guide the dynamics of student friendship groups.

Table 1. Uji Validitas

Variabel	Item	<i>Corrected Item</i>	Kriteria
Disiplin Belajar (X1)	X1.1	0,455	Valid
	X1.2	0,604	Valid
	X1.3	0,657	Valid
	X1.4	0,675	Valid
	X1.5	0,586	Valid
	X1.6	0,635	Valid
	X1.7	0,566	Valid
	X1.8	0,611	Valid
	X1.9	0,617	Valid
	X1.10	0,688	Valid
	X1.11	0,743	Valid
	X1.12	0,604	Valid
Motivasi Belajar (X2)	X2.1	0,541	Valid
	X2.2	0,625	Valid
	X2.3	0,666	Valid
	X2.4	0,609	Valid
	X2.5	0,506	Valid
	X2.6	0,571	Valid
	X2.7	0,559	Valid
	X2.8	0,628	Valid
	X2.9	0,523	Valid
	X2.10	0,438	Valid
	X2.11	0,599	Valid

	X2.12	0,363	Valid
Lingkungan Teman Sebaya (X3)	X3.1	0,450	Valid
	X3.2	0,491	Valid
	X3.3	0,469	Valid
	X3.4	0,485	Valid
	X3.5	0,518	Valid
	X3.6	0,571	Valid
	X3.7	0,564	Valid
	X3.8	0,461	Valid
	X3.9	0,453	Valid
	X3.10	0,600	Valid
Hasil Belajar (Y)	Y.1	0,602	Valid
	Y.2	0,645	Valid
	Y.3	0,592	Valid
	Y.4	0,443	Valid
	Y.5	0,628	Valid
	Y.6	0,626	Valid

Table 2. Uji Reliabilitas

Variabel	Cronbach's Alpha	N of Items	Keterangan
Disiplin Belajar (X1)	0,898	12	Reliabel
Motivasi Belajar (X2)	0,865	12	Reliabel
Lingkungan Teman Sebaya (X3)	0,820	10	Reliabel
Hasil Belajar (Y)	0,823	6	Reliabel

Table 3. autokorelasi

Model	<i>Durbin watson</i>	Keterangan
1.	1.990	Tidak ada autokorelasi

Table 4. multikolinieritas

Variabel	VIF	Tolerance	Keterangan
Disiplin Belajar	1.817	0.550	Tidak ada multikolinieritas
Motivasi Belajar	2.392	0.418	Tidak ada multikolinieritas
Lingkungan Teman Sebaya	1.902	0.526	Tidak ada multikolinieritas

Table 5. regresi linier berganda

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. error	Beta
1	(Constant)	6.380	2.522	
	Disiplin Belajar	0.045	0.033	0.098
	Motivasi Belajar	0.228	0.046	0.408
	Lingkungan Teman Sebaya	0.185	0.042	0.322

Table 6. uji t

Model	t	Sig.	Keterangan
(constant)	2.530	0.012	
Disiplin belajar	1.362	0.175	Tidak memiliki pengaruh signifikan
Motivasi belajar	4.914	0.000	Memiliki pengaruh signifikan
Lingkungan teman sebaya	4.356	0.000	Memiliki pengaruh signifikan

Table 7. uji F

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	2105.213	3	701.738	63.145	.000 ^b
	Residual	1755.873	158	11.113		
	Total	3861.086	161			

Table 8. Uji Koefisien Determinasi

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.738 ^a	0.545	0.537	3.33363

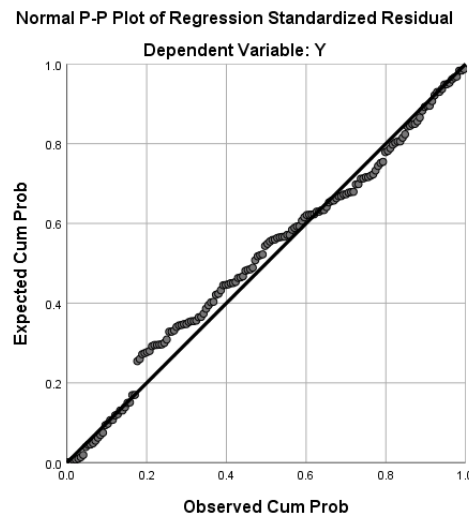


Figure 1. Normalitas P-Plot

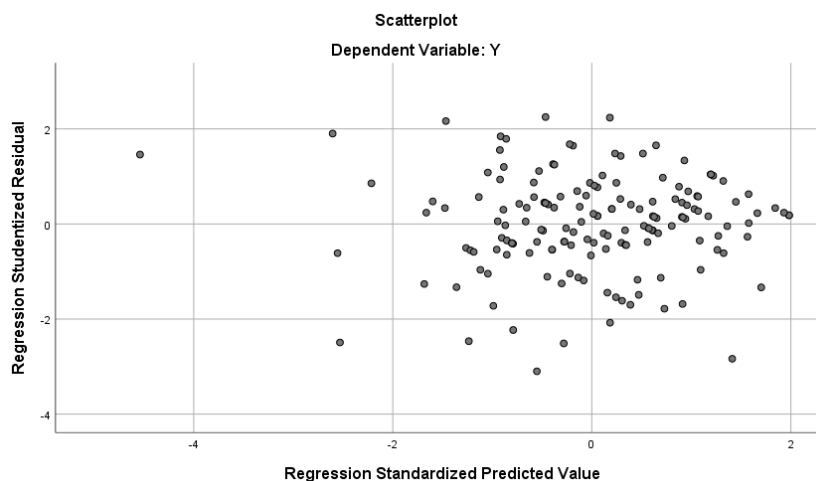


Figure 2. Heteroskedastisitas

3.4. The Influence of Study Discipline, Study Motivation, and Peer Environment on Student Learning Outcomes in Islamic Religious Education at Darul Ulum Waru Junior High School in Sidoarjo

Based on observations in the field, there are still students who show low levels of academic discipline. They tend to arrive late, neglect their assignments, and are easily distracted by things outside of learning activities. In fact, the school has implemented a disciplinary system such as morning assemblies, homeroom supervision, and counseling guidance. This shows that even though there is a structural system in place, discipline is still not strongly ingrained internally in students. Hartini and Zainuddin (2022) add that discipline built solely through external sanctions will not last long if it is not accompanied by intrinsic motivation. The results of this study show that although learning discipline is an important component in education, it cannot independently influence student

learning outcomes without the help of other elements such as effective teaching, internal motivation, and a supportive learning environment. Therefore, by combining interactive teaching techniques, developing internal discipline, and creating a classroom environment that encourages active student engagement, schools must adopt a more comprehensive educational approach. In addition, in order for the current discipline to truly improve learning outcomes, teachers must be empowered professionally to maximize class time and build positive relationships with children. Based on field observations, the level of learning motivation among students at Darul Ulum Waru Junior High School varies. Some students are highly motivated due to family support, higher education goals, or the influence of inspiring teachers. However, there are also students who experience learning fatigue and show low motivation. In this context, the role of teachers is very important. Puspitasari and Arifin (2022) state that teachers must be able to act as facilitators and motivators, building good interpersonal relationships with students so that the learning process becomes enjoyable.

The results of this study emphasize that learning motivation plays a very important role in determining students' academic achievement, so schools need to consistently design and implement learning strategies that can foster and maintain students' learning motivation, both intrinsically and extrinsically. Teachers are expected to not only act as conveyors of material, but also as facilitators and motivators who understand the emotional and psychological needs of students. In addition, a positive learning environment, support from families, and appreciation for academic achievement can be effective drivers in increasing student motivation. With a comprehensive approach, better learning outcomes will be achieved by students who are more engaged, responsible, and active in the learning process due to their high level of learning motivation. Observational data shows that students who are in active and supportive study groups tend to have higher grades. Conversely, students who spend more time with friends who are indifferent to learning show lower academic results. Statistical analysis shows that the peer environment has a positive and significant influence on student learning outcomes.

These findings imply that the peer environment plays a significant role in influencing student learning outcomes, so schools need to actively foster and guide the formation of positive, productive friendship groups that support students' academic goals. Through approaches such as cooperative learning, student mentoring programs, and extracurricular activities that encourage healthy collaboration, students can motivate each other to learn and grow together. Supervision and guidance from teachers, homeroom teachers, and school officials are also important to prevent negative influences from unsupportive friendship groups. By creating a conducive social climate among students, their academic potential can develop more optimally and sustainably.

4. CONCLUSION

Based on the results of the analysis of the influence of learning discipline, learning motivation, and peer environment on student learning outcomes in Islamic Education at Darul Ulum Waru Junior High School in Sidoarjo, the following conclusions can be drawn. Study discipline does not have a significant effect on student learning outcomes. Although theoretically discipline is an important foundation in supporting learning success, in this study its effect was not dominant. This may be due to a lack of supervision of learning at home, poor time management, and a lack of consistent independent study habits. Learning motivation has been proven to have a significant impact on student learning outcomes. The higher the motivation, the stronger the drive to complete tasks, face academic challenges, and seek understanding independently. This drive arises from both internal and external factors, such as personal goals, family support, teacher appreciation, and the school's reward system. Peer environments have a significant impact on student learning outcomes. Supportive friendships, healthy competition, and group study habits encourage students to be more active and improve their academic achievement. Students who are in peer groups with a positive learning orientation tend to be more motivated to achieve better learning outcomes.

5. REFERENCES

- Abidin, A. M. (2019). Penerapan Pendidikan Karakter pada Kegiatan Ekstrakurikuler melalui Metode Pembiasaan. *Didaktika: Jurnal Kependidikan*, 12(2), 183-196.
- Adam, S. (2004). *Using Learning Outcomes*. Report for United Kingdom Bologna Seminar, Heriot Watt University, Edinburgh, Ukraina.
- Anderson, L. W., & D. R. Krathwohl. (Eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: *A Revision of Bloom's Taxonomy of Educational Objectives*. Longman, New York.
- Anggraeni, R., E. Ekawarna., & K. Kamid. (2020). Pengaruh Persepsi Siswa tentang Kompetensi Pedagogik Guru, Lingkungan Keluarga dan Teman Sebaya terhadap Hasil Belajar IPS Siswa Kelas VIII SMP N 10 Kota Jambi. *Jurnal Ilmu Manajemen Terapan*, 1(6), 534-545.
- Anggraini, S., M. Akip., & Z. Azman. (2024). Pengaruh Motivasi Belajar terhadap Hasil Belajar Siswa Kelas VII pada Mata Pelajaran PAI di SMP-IT Nur Riska Lubuklinggau. *Edification Journal: Pendidikan Agama Islam*, 6(2), 165-173.
- Arista, I. D. (2018). Pengaruh Disiplin Belajar dan Teman Sebaya terhadap Hasil Belajar Pada Mata Pelajaran Ekonomi Siswa Kelas Xi Ips di Sma Negeri 1 Kedamean Gresik. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(3), 302-309.
- Asy'ari, H. (2010). *Adab al-Alim wa al-Muta'allim*. Maktabah al-Turats, Jombang.
- Bandura, A. (1982). Self-efficacy Mechanism in Human Agency. *American Psychologist*, 37(2), 122-147.
- Bloom, B. S. (1968). Taxonomy of Educational Objectives: *The Classification of Educational Goals; Handbook*. Cognitive Domain, McKay.
- Bukowski, W. M., B. Hoza., & M. Boivin. (1993). Popularity, Friendship, and Emotional Adjustment During Early Adolescence. In e. a. B. Laurse (Ed.), *Close Friendships in Adolescence. Newdirections for Child Development Vol. 60*, pp. 23-37. CA. Jossey Base. San Francisco.
- Bukowski, W. M., F. A. Newcomb., & W. W. Hartup. (Eds.). (1998). *The Company they Keep*. Friendship in Childhood and Adolescence. NY. Cambridge University Press. New York.

- Crede, M., & Kuncel, N. R. (2008). Study Habits, Skills, and Attitudes: the Third Pillar Supporting Collegiate Academic Performance. *Perspectives on Psychological Science*, 3(6), 425-453.
- Daradjat, Z. (2010). *Psikologi Pendidikan Islam: Motivasi Belajar Berbasis Nilai Religius*. PT RajaGrafindo Persada, Jakarta.
- Deci, E. L., & R. M. Ryan. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
- Dewi, S. K., & A. Sudaryanto. (2020). Validitas dan Reliabilitas Kusioner Pengetahuan, Sikap dan Perilaku Pencegahan Demam Berdarah. *SEMNASKEP*, 75(6), 73-79.
- Djamarah, S. B. (2011). *Psikologi Belajar*. Rineka Cipta, Jakarta.
- El-Adl, A., & H. Alkharusi. (2020). Hubungan Antara Strategi Pembelajaran yang Diatur Sendiri, Motivasi Belajar, dan Prestasi Matematika. *Jurnal Ilmu Pendidikan Siprus*, 15(1), 104-111.
- Etikan, I., S. A. Musa., & R. S. Alkassim. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Filade, B. A., A. A. Bello., O. C. Uwaoma., B. B. Anwanane., & K. Nwangburka. (2019). Peer Group Influence on Academic Performance of Undergraduate Students in Babcock University, Ogun State. *African Educational Research Journal*, 7(2), 81-87.
- Ghozali, A. (2018). Pengembangan Konsep Hasil Belajar dalam Pendidikan Agama Islam. *Jurnal Tarbiyah Islam*, 5(2), 45-58.
- Gorbunovs, A., A. Kapenieks., & S. Cakula. (2016). Self-Discipline as A Key Indicator to Improve Learning Outcomes in E-Learning Environment. *Procedia-Social and Behavioral Sciences*, 231(9), 256-262.
- Hartini, S., & A. Zainuddin. (2022). Motivasi Intrinsik dan Prestasi Belajar. *Jurnal Pendidikan*, 21(1), 45-58.
- Hartup, W. W. (1998). *The Company they Keep: Friendships and Their Developmental Significance*. Psychology Press, Bristol.
- Hasanah, R., & A. Mulyadi. (2019). Pengaruh Partisipasi Orang Tua terhadap Motivasi Belajar Siswa di Daerah Pedesaan. *Jurnal Pendidikan Karakter*, 10(3), 15-28.
- Innocent, S., & O. H. Andala. (2021). Relationship Between Students' Discipline and Academic Performance in Secondary Schools in Rwanda. *Journal of Education*, 4(7), 20-37.
- Julianty, R. (2017). Pengaruh Teman Sebaya terhadap Hasil Belajar Pengolahan dan Penyajian Makanan Indonesia Pada Siswa SMK. *KELUARGA. Jurnal Ilmiah Pendidikan Kesejahteraan Keluarga*, 3(1), 1-8.
- Khairinal, K., F. Kohar., & D. Fitmilina. (2020). Pengaruh Motivasi Belajar, Disiplin Belajar, dan Lingkungan Teman Sebaya terhadap Hasil Belajar Ekonomi Siswa Kelas XI IPS SMAN Titian Teras. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 1(2), 379-387.
- Lena, M. S., E. Trisno., & F. Khairat. (2022). The Effect of Motivation and Interest on Students' English Learning Outcomes. *Mextesol Journal*, 46(3), 1-13.
- Lestari, L., & R. Sa'diyah. (2021, October). Minat dan Motivasi Belajar Pengaruhnya terhadap Hasil Belajar Mata Pelajaran Pendidikan Agama Islam di SMA Daarul Qur'an Internasional Kota Tangerang. *In Prosiding Seminar Nasional Penelitian LPPM UMJ*, 1(1), 1-7.
- Moenir A. S. (2010). *Manajemen Pelayanan Umum di Indonesia*. Bumi Aksara, Jakarta.
- Mulyawati, Y., S. Sumardi., & S. Elvira. (2019). Pengaruh Disiplin Belajar terhadap Hasil Belajar Ilmu Pengetahuan Sosial. *Pedagonal: Jurnal Ilmiah Pendidikan*, 3(1), 01-14.
- Nashar. (2004). *Peranan Motivasi dan Kemampuan Awal dalam Kegiatan Pembelajaran*. Delia Press, Jakarta.
- Nasution, R. N. (2020). Pengaruh Disiplin Belajar dan Minat Siswa terhadap Hasil Belajar Pendidikan Agama Islam di SMAN 1 Panyabungan Selatan Kabupaten Mandailing Natal. *Jurnal Bisnis, Manajemen, Dan Ekonomi*, 1(3), 12-25.

- Nata, A. (2005). *Filsafat Pendidikan Islam*. RajaGrafindo Persada, Jakarta.
- Nelson, F. M. (2002). *A Qualitative Study of Effective School Discipline Practices: Perceptions of Administrators, Tenured Teachers, and Parents in Twenty Schools*. East Tennessee State University. Jonshon city, Tennessee. AS.
- Novianti, C., B. Sadipun., & M. J. Balan. (2020). Pengaruh Motivasi Belajar terhadap Hasil Belajar Matematika Peserta Didik. *Science and Physics Education Journal SPEJ*, 3(2), 57-75.
- Nugraheni, L., & R. Hidayat. (2023). Pengaruh Kondisi Lingkungan terhadap Hasil Belajar Siswa. *Jurnal Pendidikan dan Pembelajaran*, 13(1), 23–31.
- Nurmala, D. A., E. L. Tripalupi., N. Suharsono., & P. J. Ekonomi. (2014). Pengaruh Motivasi Belajar dan Aktivitas Belajar terhadap Hasil Belajar Akuntansi. *Jurnal Pendidikan Ekonomi Undiksha*, 4(1), 1-10.
- Patrick, H., & M. Townsend. (1995). *The Influence of Perceived Social Competence on School Beginners' Emergent Academic Intrinsic Motivation*. Paper presented at the annual conference of the American Educational Research Association. San Francisco.
- Pridayanti, L. D., Indrayani, L., & K. R. Suwena. (2019). Pengaruh Motivasi Belajar dan Lingkungan Teman Sebaya terhadap Hasil Belajar Ekonomi Siswa Kelas XI IIS SMA Ayodhya Pura Selat Tahun Pelajaran 2018/2019. *Jurnal Pendidikan Ekonomi Undiksha*, 11(1), 197-208.
- Purbiyanto, R., & A. Rustiana. (2018). Pengaruh Disiplin Belajar, Lingkungan Keluarga, dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Economic Education Analysis Journal*, 7(1), 341-361.
- Purwanto, N. (2013). *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. Remaja Rosdakarya, Bandung.
- Puspitasari, N., & M. Arifin. (2022). Peran Guru dalam Meningkatkan Motivasi Belajar. *Jurnal Ilmu Pendidikan*, 11(3), 89–97.
- Rahayu, S. (2018). Pengaruh Lingkungan Teman Sebaya dan Motivasi Belajar terhadap Hasil Belajar Ekonomi Siswa Kelas X IIS SMA Negeri 1 Sewon Tahun Ajaran 2016/2017. *Jurnal Pendidikan dan Ekonomi*, 7(2), 143-151.
- Rahmawati, E., A. Prasetyo., & D. Lestari. (2023). Hubungan antara Motivasi dan Hasil Belajar. *Jurnal Pendidikan dan Evaluasi*, 9(1), 13–25.
- Saefuddin, M., & C. Makarim. (2020). Motivasi Belajar terhadap Prestasi Belajar Siswa. *Jurnal Penelitian Pendidikan*, 5(2), 99-104.
- Sardiman. (2016). *Interaksi dan Motivasi Belajar Mengajar*. Rajawali Press, Jakarta.
- Sasmita, E. (2013). *Pengaruh Kesiapan Belajar, Disiplin Belajar dan Manajemen Waktu terhadap Motivasi Belajar Mata Diklat Bekerjasama dengan Kolega dan Pelanggan pada Siswa Kelas X Program Keahlian Administrasi Perkantoran di Smk Negeri 2 Semarang*. Universitas Negeri Semarang, Semarang.
- Schacter, D. (2011). *Psychology*. United States of America: Catherine Woods, New York.
- Setyawati, N. (2022). Pengaruh Motivasi Belajar dan Gaya Belajar Siswa terhadap Hasil Belajar PAI di SMA N 3 Dumai. *Jurnal Tafidu*, 1(1), 219-228.
- Shao, Y., S. Kang., Q. Lu., C. Zhan., & R. Li. (2024). How Peer Relationships Affect Academic Achievement Among Junior High School Students: The Chain Mediating Roles of Learning Motivation and Learning Engagement. *BMC psychology*, 12(1), 1-12.
- Siahaan, C. D., & H. Pramusinto. (2018). Pengaruh Disiplin Belajar, Lingkungan Sekolah, dan Fasilitas Belajar terhadap Hasil Belajar. *Economic Education Analysis Journal*, 7(1), 279-285.
- Simba, N. O., O. J. Agak., & K. E. Kabuka. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice* 7(6), 164-173.

- Singarimbun, M., & S. Effendi, (1995). *Metode penelitian survei*. LP3ES, Jakarta.
- Slavin, R. E. (2008). *Educational Psychology: Theory and Practice*. Upper Saddle River, Pearson Education, New Jersey.
- Spohrer, K. (2024). Resilience, self-discipline and good deeds—examining enactments of character education in English secondary schools. *Pedagogy, Culture & Society*, 32(1), 1-20.
- Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta, Bandung.
- Suharsimi, A. (2003). *Manajemen Pengajaran Secara Manusiawi*. Rineka Cipta, Jakarta.
- Trianah, & Sahertian, P. (2020). Lingkungan Keluarga, Lingkungan Sosial dan Pergaulan Teman Sebaya terhadap Hasil Belajar. *Jurnal Penelitian Dan Pendidikan IPS*, 14(1), 7–14.
- Tu’u, T. (2004). *Peran Disiplin pada Perilaku dan Prestasi Siswa*. Grasindo, Jakarta.
- Umar, H. (2005). *Pengaruh Interaksi Kelompok Sebaya*. Gramedia, Jakarta.
- Vembriarto, S. (2003). *Tentang Kelompok Sebaya*. Bumi Aksara, Jakarta.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wardani, N. K., & I. Yuliana. (2022). Profesionalisme Guru dalam Meningkatkan Hasil Belajar. *Jurnal Kependidikan*, 10(1), 75–83.
- Warti, E. (2016). Pengaruh Motivasi Belajar Siswa terhadap Hasil Belajar Matematika Siswa di SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur. *Mosharafa: Jurnal Pendidikan Matematika*, 5(2), 177-185.
- Wati, F. A., & I. Isroah, (2019). Pengaruh Lingkungan Teman Sebaya, Lingkungan Keluarga, dan Motivasi Belajar terhadap Prestasi Belajar Akuntansi Siswa Kelas Xii Ips Sma Negeri 1 Sewon Tahun Ajaran 2018/2019. *Jurnal Pendidikan Akuntansi Indonesia*, 17(1), 112-126.
- Watson, P. (2002). The Role and Integration of Learning Outcomes into the Educational Process. *Active Learning in Higher Education*, 3(3), 205-219.
- Widayanti, L. (2014). Peningkatan Aktivitas Belajar dan Hasil Belajar Siswa dengan Metode Problem Based Learning pada Siswa Kelas VII MTS Negeri Donomulyo Kulon Progo Tahun Pelajaran 2012/2013. *Jurnal fisika indonesia*, 17(49), 35-38.
- Wilkesmann, Z. N., A. Steinmayr., & H. K. Fischer. (2021). Influence of Motivation on Academic Performance of Students in Germany. *Journal of Education* 4 (6), 1-9.
- Winarsih, W., Asriati, N., & yarso, R. (2013). Pengaruh Disiplin terhadap Hasil Belajar Siswa Mata Pelajaran Ekonomi Kelas XI IPS di SMA. Khatulistiwa: Jurnal Pendidikan dan Pembelajaran, 2(1), 254-261.
- Zhang, J., G. Sun., L. Xu., I. Khan., W. Lv., and S. P. Philbin. (2022) The Moderating Effect of Learning Experience on Learning Motivation and Learning Outcomes of International Students, *Frontiers in Psychology*, 13(2), 1-12.
- Zimmerman, B. J. (2002). Becoming a Self Regulated Learner: an Overview. *Theory Into Practice*, 41(2), 64-70.