

The influence of learning media and peer environment on learning motivation among students of SMK Batik 2 Surakarta

Shella Kusuma Putri*, Cicilia Dyah Sulistyaningrum Indrawari

Office Administration Education, Universitas Sebelas Maret, Surakarta, Indonesia

Email: pshellakusuma@gmail.com

Abstrak

Studi ini dimaksudkan guna (1) mengetahui pengaruh media pembelajaran terhadap motivasi belajar siswa SMK Batik 2 Surakarta, (2) mengetahui lingkungan teman sebaya terhadap motivasi belajar siswa SMK Batik 2 Surakarta, (3) mengetahui pengaruh media pembelajaran dan lingkungan teman sebaya secara simultan terhadap motivasi belajar siswa SMK Batik 2 Surakarta. Penelitian ini merupakan penelitian kuantitatif dengan metode asosiatif kausal. Populasi penelitian ini meliputi seluruh siswa SMK Batik 2 Surakarta sebanyak 323 siswa. Sampel penelitian sebanyak 179 siswa yang di peroleh dengan teknik proportionate stratified random sampling. Pengumpulan data dilakukan menggunakan angket atau kuesioner yang didistribusikan melalui Google Form. Teknik uji validasi menggunakan uji validitas dan uji reliabilitas. Analisis data dilakukan dengan metode statistik deskriptif, pengujian asumsi klasik, dan pengujian hipotesis. Hasil penelitian ini adalah sebagai berikut. Pertama, media pembelajaran berpengaruh positif signifikan terhadap motivasi belajar siswa ($t_{hitung} 5.048 > t_{tabel} 1.973$) dengan signifikansi ($0.000 < 0.05$). Kedua, terdapat pengaruh positif dan signifikan lingkungan teman sebaya terhadap motivasi belajar ($t_{hitung} 6.598 > t_{tabel} 1.973$) dengan signifikansi ($0.000 < 0.05$). Ketiga, terdapat pengaruh positif dan signifikan media pembelajaran dan lingkungan teman sebaya secara bersama-sama ($F_{hitung} 245.211 > F_{tabel} 3.05$) dengan signifikansi ($0.000 < 0.05$).

Kata kunci : interaksi sosial; kuantitatif; motivasi akademik.

Abstract

This study investigates: (1) the influence of learning media on the learning motivation of students at SMK Batik 2 Surakarta; (2) the influence of the peer environment on the learning motivation of students at SMK Batik 2 Surakarta; and (3) the simultaneous influence of learning media and the peer environment on student learning motivation at SMK Batik 2

* Corresponding author

Surakarta. A quantitative research design employing a causal-associative method was adopted. The study population comprised all 323 students enrolled at SMK Batik 2 Surakarta. A sample of 179 students was drawn using proportionate stratified random sampling. Data were collected through a closed-ended questionnaire distributed via Google Forms. Instrument validity and reliability were established through validity and reliability testing. Data analysis encompassed descriptive statistical methods, classical assumption tests, and hypothesis testing. The findings are as follows. First, learning media exerted a significant positive effect on student learning motivation, $t(176) = 5.048$, $p < .001$. Second, the peer environment exerted a significant positive effect on learning motivation, $t(176) = 6.598$, $p < .001$. Third, learning media and the peer environment jointly exerted a significant positive effect on learning motivation, $F(2, 176) = 245.211$, $p < .001$. The regression equation was $\hat{Y} = 9.979 + 0.321X_1 + 0.410X_2$, with an adjusted R^2 of .733, indicating that the two predictor variables jointly accounted for 73.3% of the variance in student learning motivation.

Keywords: academic motivation; learning media; peer environment; quantitative research; social interaction

Received March 12, 2026; Revised June 12, 2026; Accepted June 12, 2026; Published Online June 14, 2026

<https://dx.doi.org/10.20961/jikap.v10i3.116620>

Introduction

Education constitutes the primary pillar in the development of quality human resources in the era of globalisation and the Fourth Industrial Revolution. The Organisation for Economic Co-operation and Development (OECD, 2023) asserts that the quality of a nation's education system is substantially determined by the degree to which students possess strong motivation in the learning process, as motivation functions as the primary driver of academic achievement.

Rahman et al. (2024) concluded that the utilisation of learning media exerts a significant influence on the enhancement of student learning motivation. This finding reflects that learning media does not function merely as an instrument for delivering instructional content, but also as a determinant factor that shapes and sustains students' enthusiasm and engagement with learning on an ongoing basis. Concurrently, during adolescence, peer social interaction plays a formative role in shaping students' identity and learning behaviour. Through a systematic literature review, Wulandari and Safitri (2023) found that the peer environment functions as a catalyst for learning motivation.

Prior studies have examined these two factors in isolation. Nurjannah et al. (2024) found that students' desire to learn is influenced by online learning resources. Consistent with this, Aisyaroh et al. (2026) demonstrated that gamification through digital platforms such as Quizizz and Kahoot significantly enhances student learning motivation, particularly through increased participation, enthusiasm, and peer interaction. Separately, Utami et al. (2024) found that learning motivation is influenced by the peer environment. However, research that simultaneously integrates both factors within the specific context of vocational high schools (SMK), and of SMK Batik 2 Surakarta in particular, remains limited. Students in vocational programmes possess distinctive learning characteristics and needs compared to those in general secondary education, necessitating a more targeted analytical approach. A further gap pertains to the instrumentation and methodology employed in prior studies: Utami et al. (2024) used only Grade X and Grade XI students from a single department as their sample, whereas the present study incorporates three grade levels and six academic departments, thereby yielding greater generalisability.

The research questions addressed in this study are: (1) Does learning media exert a significant influence on the learning motivation of SMK Batik 2 Surakarta students? (2) Does the peer environment exert a significant influence on the learning motivation of SMK Batik 2 Surakarta students? (3) Do learning media and the peer environment jointly exert a significant influence on the learning motivation of SMK Batik 2 Surakarta students?

Learning motivation is a psychologically important construct for students' academic success. Conceptually, learning motivation may be understood as the internal force that initiates, directs, and sustains students' engagement in learning with a given intensity and consistency in pursuit of learning objectives (Uno, 2011, as cited in Siahaan & Meilani, 2019). Pintrich and De Groot (2003) extended this conceptualisation by defining learning motivation as a multidimensional construct comprising beliefs, values, and affects that encompasses components of self-efficacy, goal orientation, interest, and affective responses — all of which influence the type, intensity, and duration of learning behaviour. In vocational education, learning motivation is not determined solely by intrinsic drives; external factors such as the digital environment and conducive social relationships also play a significant role (Mayasari, 2024). To operationalise the learning motivation variable in this study, the indicators developed by Hamzah B. Uno, as validated by Andriani and Rasto (2019), were adopted. These indicators comprise: (1) the desire and aspiration to succeed; (2) the drive and need to learn; (3) future hopes and aspirations; (4) recognition in learning; and (5) engaging activities in the learning process. These indicators were selected on account of their broad coverage of both intrinsic and extrinsic elements and their suitability to the characteristics of SMK students in Indonesia.

Tafonao (2018) identifies learning media as an important component of the instructional process, through which information is conveyed in ways that capture attention, cultivate interest, and engage students' thoughts and emotions in the pursuit of specific learning objectives. This conceptualisation underscores that learning media represents more than a physical aid; it constitutes a message-delivery system that centrally addresses the psychological dimensions of learners — particularly interest and attention. This study adopts the learning media indicators proposed by Arsyad (2010), as they comprehensively reflect the pedagogical suitability of media within the context of learning objectives. The indicators employed are: (1) the learning process becomes more innovative and engaging; (2) instructional content becomes clearer in meaning; (3) teaching methods become more varied; and (4) students become more actively engaged in learning.

Peers are defined as groups of individuals of similar age and maturity who congregate around shared norms, principles, expectations, and customs within a social environment (Santrock, 2019). Desmita (2017) extended this definition by emphasising that shared social status and age are the two primary factors constituting peer groups, which in turn influence the development of individuals' personality and behaviour. Bandura (as cited in Manik et al., 2022) regards the peer environment as a powerful source of observational learning: peers not only provide a social context but also function as behavioural models, sources of reinforcement, and socialisation agents that shape learning attitudes. Slavin (2006) defines peers as learning partners who contribute to the educational process through peer-to-peer interaction, encompassing cooperation, healthy competition, and mutual influence. Putri et al. (2020) identified two mechanisms through which peers enhance motivation: serving as learning companions and as sources of social-emotional support. This study adopts the indicators proposed by Desmita (2017) to measure the peer environment variable, comprising: (1) social relationships within the peer environment; (2) individual participation in interactive processes; (3) encouragement from peers; (4) the role of peers as study companions; and (5) the enhancement of students' self-esteem. These indicators were selected for their alignment with the characteristics of collaborative learning in vocational education and their relevance to adolescent psychosocial development.

Learning media generates situational interest through cognitive and visual stimulation. When sustained through meaningful engagement, this interest may develop into consistent individual interest and become a source of long-term intrinsic motivation. Concurrently, the peer environment provides social-emotional support that fosters motivation extrinsically through a sense of belonging, recognition, and positive competition. Through a systematic literature review, Wulandari and Safitri (2023) found that students' desire to learn increases alongside improvements in positive peer relationships. The combination of cognitively rich media stimulation and peer social support is expected to produce a synergistic effect in progressively strengthening the learning motivation of SMK students. Accordingly, the research hypotheses are: (H1) learning media exerts a significant positive influence on the learning motivation of SMK Batik 2 Surakarta students; (H2) the peer environment exerts a significant positive influence on the learning motivation of SMK Batik 2 Surakarta students; (H3) learning media and the peer environment jointly exert a significant positive influence on the learning motivation of SMK Batik 2 Surakarta students.

Method

This study was conducted at SMK Batik 2 Surakarta, located at Jl. Sere I, Laweyan, Surakarta, Central Java, Indonesia. A quantitative research design employing a causal-associative approach was adopted. The study population comprised all 323 students enrolled at SMK Batik 2 Surakarta for the 2025/2026 academic year, spanning Grades X, XI, and XII across six academic departments: MPLB, LK, BCF, AKL, PM, and KCS. The Slovin formula was applied to determine a sample size of 179 students, with a margin of error (e) of 5%. Proportionate stratified random sampling was employed, with three strata corresponding to Grades X, XI, and XII.

Instrument piloting was conducted with 30 students from Grades X, XI, and XII at SMK Batik 2 Surakarta who were not included in the main sample, followed by validity and reliability testing. The classical assumption tests applied were normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation tests. Data analysis employed multiple linear regression. A methodological limitation of this study is that sampling was restricted to a single school, which constrains the generalisability of the findings.

The study comprised two independent variables and one dependent variable. The independent variables were learning media (X_1) and peer environment (X_2), whilst learning motivation served as the dependent variable (Y). Data were collected using a closed-ended Likert-scale questionnaire, constructed and distributed to respondents via Google Forms. All data provided by respondents were kept confidential; respondent identities were used solely for research purposes and were not disclosed. The questionnaire comprised 12 items for the learning media variable (X_1), 13 items for the peer environment variable (X_2), and 13 items for the learning motivation variable (Y).

Instrument piloting was conducted with 30 students, establishing a critical r-table value of .374 at a 5% significance level. All items were found to be valid: 12 items for learning media, 13 items for peer environment, and 13 items for learning motivation. Reliability analysis yielded Cronbach's alpha values exceeding the .60 threshold for all variables: .722 for learning media, .757 for peer environment, and .775 for learning motivation. All instruments were accordingly deemed reliable for use in main data collection.

Results

Assumption Tests

The Kolmogorov–Smirnov normality test yielded an Asymp. Sig. (2-tailed) value of .200 ($p > .05$), confirming that the data were normally distributed. Linearity testing for the learning media variable yielded a Deviation from Linearity significance value of .063 ($p > .05$), confirming a linear relationship between learning media and learning motivation. The Deviation from Linearity significance value for the peer environment variable was .276 ($p > .05$), similarly confirming a linear relationship with learning motivation. Multicollinearity testing yielded a tolerance value of .258 ($> .10$) and a VIF value of 3.880 (< 10.00), indicating the absence of multicollinearity between the independent variables. Heteroscedasticity testing using the Glejser test yielded significance values of .181 for learning media and .071 for peer environment, both exceeding .05, confirming the absence of heteroscedasticity. Autocorrelation was assessed using the Durbin–Watson test, yielding a DW value of 1.912. With a dU value of 1.778 (from the Durbin–Watson table at $\alpha = .05$), the criterion $dU < DW < 4 - dU$ (i.e., $1.778 < 1.912 < 2.222$) was satisfied, confirming the absence of autocorrelation. All prerequisite assumptions for multiple linear regression were thus satisfactorily met.

Multiple Linear Regression and Partial Significance (t-Test)

Table 1 presents the multiple linear regression coefficients and partial significance test (t-test) results.

Table 1
Multiple Linear Regression Coefficients and Partial Significance Test Results

Variable	B	Std. Error	β	t	p
Constant	9.979	1.243	—	8.031	< .001
Learning Media (X_1)	0.321	0.064	.385	5.048	< .001
Peer Environment (X_2)	0.410	0.062	.503	6.598	< .001

Note. Dependent variable: learning motivation (Y). Critical t-value = 1.973 ($\alpha = .05$, $df = 176$).

As shown in Table 1, the partial test for learning media yielded $t(176) = 5.048$, $p < .001$, exceeding the critical value of $t\text{-table} = 1.973$. H_1 was therefore accepted: learning media exerts a significant positive effect on learning motivation. The partial test for peer environment yielded $t(176) = 6.598$, $p < .001$, also exceeding the critical value. H_2 was accordingly accepted: the peer environment exerts a significant positive effect on learning motivation.

The regression equation derived from Table 1 is: $\hat{Y} = 9.979 + 0.321X_1 + 0.410X_2$. The constant of 9.979 indicates the predicted value of learning motivation when both learning media (X_1) and peer environment (X_2) equal zero. The unstandardised coefficient for learning media ($B = 0.321$) indicates that each one-unit increase in the learning media score, holding peer environment constant, is associated with an increase of 0.321 units in learning motivation. The unstandardised coefficient for peer environment ($B = 0.410$) indicates that each one-unit increase in the peer environment score, holding learning media constant, is associated with an increase of 0.410 units in learning motivation.

Simultaneous Significance (F-Test)

Table 2 presents the results of the simultaneous significance test (ANOVA).

Table 2
Simultaneous Significance Test Results (ANOVA)

Source	SS	df	MS	F	p
Regression	2,922.168	2	1,461.084	245.211	< .001
Residual	1,048.692	176	5.958		
Total	3,970.860	178			

Note. Dependent variable: learning motivation. Predictors: learning media (X_1), peer environment (X_2). Critical F-value = 3.05 ($\alpha = .05$, $df_1 = 2$, $df_2 = 176$).

As presented in Table 2, $F(2, 176) = 245.211$, $p < .001$, substantially exceeding the critical value of $F\text{-table} = 3.05$. H_3 was accordingly accepted: learning media and peer environment jointly exert a significant positive effect on learning motivation.

Coefficient of Determination

Table 3 presents the coefficient of determination results.

Table 3
Coefficient of Determination (R^2)

R	R^2	Adjusted R^2	Std. Error of the Estimate
.858	.736	.733	2.441

Note. Predictors: learning media (X_1), peer environment (X_2). Dependent variable: learning motivation (Y).

As shown in Table 3, the adjusted R^2 value of .733 indicates that learning media and peer environment jointly accounted for 73.3% of the variance in student learning motivation. The remaining 26.7% is attributable to other variables not included in the present model.

Discussion

Learning Media and Learning Motivation

The regression analysis yielded a coefficient of $B = 0.321$ for learning media, confirming that its use exerts a significant positive influence on student learning motivation, thus supporting H_1 . This finding is theoretically grounded in Bandura's (2001) Social Cognitive Theory, which posits that social, cognitive, and behavioural factors play integral roles in the learning process through a model of reciprocal determinism comprising three interacting elements: behaviour, cognition, and environment (Chaer, 2016). Learning media operates at the intersection of the cognitive and environmental dimensions of this model, providing stimuli that

activate attention and promote cognitive engagement. The present finding is consistent with Yuliani and Winata (2017), who similarly concluded that learning media exerts a significant positive influence on student learning motivation, and with Rahman et al. (2024), who confirmed the determinant role of learning media in sustaining students' learning enthusiasm.

Peer Environment and Learning Motivation

The regression coefficient for peer environment ($B = 0.410$) was slightly higher than that for learning media, indicating that the peer environment contributes marginally more strongly to learning motivation. This finding supports H2. Within a positive peer environment characterised by psychological support, academic collaboration, and high achievement norms, students accumulate social capital that reinforces internal drives to learn. Theoretically, Bandura's (2001) Social Cognitive Theory explains this through the reciprocal interaction among individual, behavioural, and environmental elements: the peer environment shapes students' self-beliefs, achievement expectations, and motivation to a greater degree than many external factors. This is consistent with Gifra et al. (2025), who affirmed the critical role of the peer environment in enhancing student learning motivation, and with Putri et al. (2020), who identified peer support as both a learning companion mechanism and a source of social-emotional reinforcement.

Simultaneous Effects and Theoretical Integration

The F-test result, $F(2, 176) = 245.211$, $p < .001$, demonstrates that learning media and peer environment together exert a highly significant simultaneous effect on learning motivation, supporting H3. This finding is further substantiated by the adjusted R^2 value of .733, indicating that 73.3% of the variance in student learning motivation is jointly explained by the two predictor variables. The Social Cognitive Theory framework developed by Bandura provides a coherent theoretical account of this simultaneous effect. In practice, the concept of reciprocal determinism operates concurrently when learning media and peers are both present within the classroom environment: learning media enhances the attention phase by presenting content visually and interactively, whilst the peer environment strengthens the motivational phase through social support, healthy competition, and the modelling of effective learning behaviour. When both operate simultaneously, the resulting learning motivation is stronger and more sustained than when either factor operates in isolation. These findings extend the empirical evidence base for Social Cognitive Theory in the vocational education context and suggest that instructional design approaches that integrate media-enriched environments with structured peer collaboration are likely to maximise motivational outcomes.

Conclusion

This study demonstrates that, both individually and in combination, learning media and the peer environment exert positive and significant effects on the learning motivation of SMK Batik 2 Surakarta students. In terms of partial effects, learning media contributed positively to learning motivation ($B = 0.321$, $p < .001$), with $t(176) = 5.048$ exceeding the critical value, confirming H1. The peer environment similarly contributed positively ($B = 0.410$, $p < .001$), with $t(176) = 6.598$ exceeding the critical value, confirming H2 and indicating that students embedded in supportive, academically ambitious peer networks tend to exhibit higher learning motivation. The simultaneous F-test, $F(2, 176) = 245.211$, $p < .001$, confirmed H3, with the adjusted R^2 of .733 indicating that the two variables jointly explained 73.3% of the variance in learning motivation.

Theoretically, these findings support Bandura's Social Cognitive Theory, and all three results consistently confirm the principle of reciprocal determinism — that human behaviour, including learning motivation, is the product of reciprocal interactions among personal/cognitive, behavioural, and environmental factors. The study contributes to broadening understanding of the external factors that influence student learning motivation in vocational education settings.

Practically, the findings carry implications for multiple stakeholders. For subject teachers, the results affirm the importance of integrating varied and innovative learning media into daily instructional activities. For school principals, the findings provide an evidence base for policy decisions concerning the provision of adequate facilities and infrastructure for learning media, as well as the development of structured peer support programmes — such as cross-class learning communities, peer counselling programmes, and academic

competitions — designed to cultivate a positive peer environment. For students, the findings highlight the value of both optimally utilising available learning media and building positive academic relationships with peers. Future researchers are encouraged to expand the sample scope beyond a single school, incorporate relevant moderating or mediating variables, and consider mixed-methods approaches to achieve a more comprehensive understanding of the dynamics of learning motivation among vocational students.

References

- Aisyaroh, A., Adiputra, S., & Badrun, M. (2026). Implementasi Penggunaan Media Pembelajaran Digital Berbasis Gamifikasi dalam Meningkatkan Motivasi Belajar Siswa. *In J-CEKI : Jurnal Cendekia Ilmiah*
- Andriani, R., & Rasto, R. (2019). Motivasi belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80. <https://doi.org/10.17509/jpm.v4i1.14958>
- Arsyad, A. (2010). Media pembelajaran. Azhar Arsyad.
- Bandura, A. (2001). Social Cognitive Theory of Mass Communication. In *Media Psychology* (Vol. 3, Issue 3, pp. 265–299). Lawrence Erlbaum Associates, Inc. http://dx.doi.org/10.1207/S1532785XMEP0303_03
- Chaer, Moh. (2016). Self Efficacy dan Pendidikan. *Al Murabbi*, Vol. 3, 1, pp. 106-108
- Desmita. (2017). *Psikologi Perkembangan*. PT Remaja Rosdakarya.
- Durbin, J. W. G. S., & Watson, G. S. (1950). Testing for serial correlation in least squares regression I, *Biometrika*, 37 (3/4), 409-428.
- Gifra, Sari, O. Y., & Yarni, L. (2025). Peran Pergaulan Teman Sebaya Dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Edu Research*, 6(2), 674–682.
- Khemala Yuliani, H., & Winata, H. (2017). Media pembelajaran mempunyai pengaruh terhadap motivasi belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2, <http://ejournal.upi.edu/index.php/jpmanper/article/view/0>
- Manik, S., Sembiring, M., Padang, I., & Manurung, L. (n.d.). *Theory Of Bandura's Social Learning In The Process Of Teaching At SMA Methodist Berastagi Kabupaten Karo*. <https://ejournal.uhn.ac.id/index.php/pengabdian>
- Mayasari, D. (2024). Upaya Meningkatkan Motivasi dan Hasil Belajar Sifat-Sifat Bangun Datar Melalui Model Pembelajaran Kooperatif Tipe STAD. *In Jurnal JARLITBANG Pendidikan* (Vols. 10–10, Issue 1, pp. 75–76).
- Nurjannah, S., & Nadiah. (2024). Pengaruh media pembelajaran berbasis online terhadap motivasi belajar siswa kelas X di SMKN 7 Jakarta. *In Journal on Education*. <http://jonedu.org/index.php/joe>
- OECD. (2023). OECD economic outlook. In *OECD Economic Outlook* (Vols. 2023–2023, Issue 1, pp. 113–113). OECD Publishing, Paris. https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/06/oecd-economic-outlook-volume-2023-issue-1_62ef0395/ce188438-en.pdf
- Pintrich, P. R., & De Groot, E. V. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95(4), 667–686. <https://doi.org/10.1037/0022-0663.95.4.667>
- Putri, N. E., Firman, R., & Prijambodo, N. (2020). Webinar Nasional STKIP PGRI Jombang “Bangkit dari Pandemi Menuju Hasil Penelitian dan Pengabdian yang Berdampak” Peran Teman Sebaya Dalam Meningkatkan Motivasi Belajar Peserta Didik Di MAN 1 Jombang.
- Rahman, I., Amaliyah, N., Amaliyah, A., Musdalifa4, & Denggo, D. (2024). Pengaruh Media Pembelajaran Digital Terhadap Motivasi Belajar Siswa: Kajian Studi Literatur. *JURPENDIS: Jurnal Pendidikan Dasar Islam*, Vol. 2(No. 2), 77–78
- Santrock, J. W. . (2019). *Adolescence*. McGraw-Hill Education.
- Siahaan, Y. L. O., & Meilani, R. I. (2019). Sistem Kompensasi dan Kepuasan Kerja Guru Tidak Tetap di Sebuah SMK Swasta di Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 141. <https://doi.org/10.17509/jpm.v4i2.18008>
- Slavin, R. E. (2006). *Educational Psychology: Theory and Practice*. www.ablongman.com

- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103.
- Utami, M. D., Murwaningsih, T., & Winarno, W. (2024). Pengaruh lingkungan teman sebaya dan motivasi belajar terhadap disiplin belajar siswa jurusan Manajemen Perkantoran dan Layanan Bisnis (MPLB) di SMK Negeri 1 Sukoharjo. *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, 8(1), 57. <https://doi.org/10.20961/jikap.v8i1.76375>
- Wulandari, R. A., & Safitri, D. (2023). Analisis Peran Teman Sebaya Dalam Meningkatkan Motivasi Belajar Siswa: Systematic Literature Review. *Triwikrama: Jurnal Multidisiplin Ilmu Sosial* 8(1).