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Analysis of Student Learning Interests Based on Peer Learning Interests According to Crowds Behavior Theory

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ABSTRACT

The findings of observations collected at school showed that students in class XI PPLG B still had relatively low levels of learning interest and that those students' interests were heavily influenced by those of their peers, which served as the basis for this study. This study used the Crowd Behavior Theory to analyze students' learning interests about the interests of their peers. Descriptive-analytical study using a qualitative approach was the methodology employed. Thirty-five students from class XI PPLG B and one teacher in the PPLG area of competence participated in the study. Purposive sampling was the method used to choose the participants. Data for the study were gathered through interviews and observation. While the interview instrument employed multiple question items that were submitted to the informant, the class teacher, the observation instrument used an observation sheet with several statement items. The data analysis results indicate that students' learning interests are significantly influenced by their peers' learning interests. According to the teacher's interview, groups with similar goals and perspectives might arise from the interactions of peers with different behavioral tendencies. The influence of peers has a direct effect on other students' learning spirits, as evidenced by the observational data. The idea that an individual's interest in learning may be influenced by their group is supported by Le Bon's (2002) Crowd Behavior Theory, which is consistent with this.

Keywords: Crowd Behavior, Learning Analysis, Peer Learning Interests, Student Learning Interests.

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INTRODUCTION

Education is a process that involves both formal and informal instruction to help someone grow their abilities and change their behavior to

help them reach their full potential (Oktaviani & Perianto, 2022). Students' interests are crucial in the learning process, and when such interests start to appear, learning activities should be able to function at their peak, thereby giving learning results that meet the needs of the learners (Farizi et al., 2020).

Slameto in (Achmad & Pramudiani, 2022) defines interest as the sensation of loving something and being genuinely interested in an activity without external pressure. Students might demonstrate their interest in something by making a remark that indicates they are more interested in it than others. Several things can affect a student's interest in learning, and one of the reasons for low interest in learning and learning results is the learning model (Hasri et al., 2019). The usage of suitable learning models will boost students' interest in learning; peers' interest in learning is one aspect that also influences students' learning interests.

Learning interests held by peers in the same learning environment as the learner are referred to as peer learning interests. Peer identification, imitation, or competitiveness can all have an impact on a learner's learning interest (Santrock, 2011). Because they are still young, peers can be effective instructors. Compared to adult demonstrations, theirs may be more repetitious, exaggerated, and replicable (Lewis, 2005). Positive peers may help learners develop a positive personality that will make them autonomous and mature thinkers. Conversely, bad peers can cause learners to become reliant and

lack emotional maturity, which can lead to negative behavior (Putri & Ariani, 2022). Peer learning is common in society despite cultural beliefs that, in some circumstances, promote transfer from adults to children (Lew-Levy et al., 2023). Peer environments are one type of social setting that may increase learning motivation (Nasution, 2018). Peer interest in learning has the potential to stimulate learners' motivation, and inspiration, or push them further.

The theory of Crowd Behavior explains how people act in groups. The idea was initially proposed by Allport in 1924 and later by Festinger in 1954. The main goal of this theory is to understand individual behavior within a crowd or group. It suggests that social interaction and the impact of the group environment can be used to predict and comprehend such behavior. According to the theory, social norms, social comparison, and environmental factors all significantly influence the behavior patterns that people develop while in a group.

Crowd Behavior Theory may be used in the educational setting to comprehend how peer relationships might impact a student's enthusiasm for studying. According to the hypothesis, alterations in students' behavior and interest in learning might be sparked by the supportive learning environment that their peers provide. Student interest in learning may be stimulated and motivated by the environment that is created in a learning group through interpersonal interaction.

Study XI PPLG B students seem to have relatively low learning interests based on observations and interviews. Within the PPLG program, students' learning interests are significantly impacted by peer interest learning. Other students will likely share their enthusiasm for learning. Few students genuinely show an interest in programming at this age since their curiosity in learning might not be particularly high. Students' interest in programming can be piqued by project work, according to Ampofo (2022).

Peer support and student learning interest are strongly correlated, according to a previous study (Oktaviani & Perianto, 2022). Positive peer support will make students more eager to study, whereas negative peer support will make them less eager to pick up new skills. Peer support influences students' study motivation, according to the research presented. According to further research, student learning enthusiasm and social support influence learning outcomes (Juniantoro, 2018). This is consistent with the study by Mustikaningrum et al. (2020), which contends that there is a substantial difference in the impact of learning interest on students' academic success, with high interest leading to better academic accomplishment than low interest. Peer learning can boost children's self-esteem, pique their interest in difficult tasks, enhance scientific achievement, and promote prosocial behavior. According to a study by Damon (1984), peer learning also offers special cognitive and motivational benefits for participating peers.

Peer learning interest and student learning interest are connected, as demonstrated by the explanation above, and which is consistent with field reality. So, the analysis of student learning interest based on peer learning interest is of interest to the researcher.

RESEARCH METHODS

The purpose of this study is to analyze the learning interests of class XI PPLG B students in a vocational high school in Surakarta based on the learning interests of peers based on Crowd Behavior Theory.

The research methodology used in this study is qualitative, meaning that it does not rely on data derived from statistical analysis, mathematical reasoning, or numerical concepts. Rather than turning human conduct into quantifiable entities, qualitative research seeks to retain the form and content of human behavior while analyzing its attributes. Deddy (2018) by using data or samples that have been acquired exactly as they are, the descriptive analytical approach may be used to describe or provide an overview of the topic under study without drawing generalizable conclusions. (Sugiyono, 2013), which seeks to give a summary of the case under investigation based on observations of instructional strategies used in classrooms.

Participants in this study were class XI PPLG B students and one PPLG teacher at a vocational high school in Surakarta. Details of the participants are shown in Table 1.

Table 1. The Participants

Participant	Gender	Number	Total
Students	Male	31	35
	Female	4	
Teacher	Female	1	1

There are 35 students in class XI PPLG B, with a majority of males according to the table.

The purposive sampling technique was used to choose the participants. As defined by Turner (2020) Purposive sampling is a sampling technique applied when the researcher already has a target subject with attributes relevant to the study. Based on their background in both teaching that subject and that field, one of the PPLG program's teachers was chosen. Due to the class's relevant qualities for the research, students in class XI PPLG B were chosen.

Observation and interview data were collected using an observation sheet and question items submitted to the class teacher.

The data-gathering method used in this study was conducted following the implementation of a learning practice for mobile device programming in class XI PPLG B at a vocational high school in Surakarta. The study was also conducted during supervised teaching practice in the classroom. An in-person interview with one of the PPLG program teachers was conducted using a smartphone and the recording lasted for 16.45 minutes. In addition, an observation sheet was used to record observations over one week. The observation sheet covered a range of topics including classroom culture, student social status, learning interest, initial

ability, learning style, learning motivation, emotional and social development, moral and spiritual development, and motor development. The research data was then thoroughly processed and analyzed.

RESULTS OF RESEARCH AND DISCUSSION

Based on the data analysis, the following results were obtained:

The learning interest of classmates affects the learning interests of students

Based on the interview with the class teacher, it is mentioned that "*Because interacting with peers who have different behavioral patterns. So, with this interaction, each individual will understand each other's desires and will often form groups if they have similarities in desires, and thinking patterns, and feel compatible with their friends* (Personal Communication, October 31, 2023)."

This class's observational data suggests that students' learning interests are influenced by their friends. If their friends are passionate about learning, then the other students will also be motivated to learn.

According to Santrock's theory proposed in 2011, the interest of peers in learning can influence students' interest through processes like identification, imitation, or competition. When students have peers who show a high interest in learning, they tend to imitate, follow, or compete with them, which leads to an increase in their learning interest. On the other hand, students who have peers with low learning interests tend to

ignore, avoid, or give up on learning with them, which results in a decrease in their learning interests

Crowd behavior will affect individual behavior

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This class's observational data suggests that students' learning interests are influenced by their friends. If their friends are passionate about learning, then the other students will also be motivated to learn.

Crowd behavior is the behavior of individuals who gather in a crowd, whereas a crowd is defined as a group of people pursuing the same goal (Le Bon, 2002). This theory states that groups of people will influence individuals.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the data analysis results, it can be inferred that students' learning interests are significantly influenced by their peers' learning interests. According to the teacher's interview, groups with similar goals and ways of thinking might emerge from the interactions of peers with different behavioral tendencies. This is also evident in the observational data, which shows

that students' excitement for learning is directly influenced by their classmates' enthusiasm.

Research has also demonstrated the relevance of peer impact on learning interests through rivalry, imitation, and identification. Peers who are very interested in studying are often imitated or rivaled by students, but lowly interested peers can have harmful effects.

Additionally, the results support the interview with the class teacher by showing that crowd behavior influences individual conduct. Learning groups are generally formed based on the same interests and through interaction, people come to understand one another's motivations and cognitive styles.

Therefore, the study's findings show that students' learning interest is significantly influenced by their social environment in the classroom. A compelling learning environment, student cooperation, and the creation of more focused instructional tactics may all be based on an understanding of how peers and crowd behavior affect learning interest. By incorporating these discoveries into their teaching strategies, educators may create learning environments that are more socially conscious and enhance student learning as a whole.

Suggestions

Teachers should be passionate about learning so that they can inspire their students by setting a good example. Educators need to understand that every student has a diverse range of learning interests. Educators need to understand that diversity. By promoting and

nurturing each individual's interests, educators can boost their motivation to learn.

Students must be confident in their ability to pursue their areas of interest in learning. They can resist the negative effects of others who might not be very interested in studying if they have confidence.

Future research is supposed to look at the roles played by teachers, school policies, and family support, among other aspects of the educational environment, for researchers to fully understand the impact of various elements of the educational environment on students' learning interests. Research aimed at improving the quality of learning interest evaluations for students can produce more sophisticated measurement tools that account for peer influence and crowd behavior.

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