

The Influence of Interests, Islamic Boarding School Environment and Peers on Learning Results in Science Subjects with Physical Moderation Variables

Nailatul Lulu Atum Mabruroh^{1*}, Haryadi², Nur Choirul Afif³

Nailatul Lulu Atum Mabruroh, lulunayclp@gmail.com, Jenderal Soedirman University, Indonesia

Haryadi, haryadi_fe@gmail.com, Jenderal Soedirman University, Indonesia

Nur Choirul Afif, nur.choirul.afif@gmail.com, Jenderal Soedirman University, Indonesia

ABSTRACT

Learning results for class VII science subjects at MTs VIP Queen Al Khadijah Cilacap are still relatively low. This research aims to determine and analyze the influence of interest factors, Islamic boarding school environment, and peers on learning results in science subjects with physical factors as a moderating variable.

This research includes quantitative research with descriptive methods. The population in this study was class VII students at MTs VIP Queen Al Khadijah Cilacap for the 2022/2023 academic year, totaling 46 students. Sampling used a saturated sampling technique. The data analysis technique in this research uses descriptive analysis techniques and regression analysis

The research results show that: (1) The interest factor has a positive and significant effect on the learning results of Mts VIP Queen Al Khadijah Cilacap students. (2) Islamic boarding school environment factors have a negative and significant effect on the learning results of MTs VIP Queen Al Khadijah Cilacap students. (3) Peer factors have a negative and significant influence on the learning results of MTs VIP Queen Al Khadijah Cilacap students. (4) Physical factors negatively moderate the influence of interest on student learning results at MTs VIP Queen Al Khadijah Cilacap. (5) Physical factors positively moderate the influence of the Islamic boarding school environment on student learning results at MTs VIP Queen Al Khadijah Cilacap (6) Physical factors positively moderate the influence of peers on student learning results at MTs VIP Queen Al Khadijah Cilacap. Based on the MRA test, it is known that the sig value of all variables is smaller than 0.05. So it can be partially concluded that the variables of interest in learning, Islamic boarding school environment, peers, physicality have a significant effect on learning results.

Keywords: Study Interests, Islamic Boarding School Environment, Peers, and Physical Factors.

1. Introduction

Efforts to reflect back on the goals of education according to Ki Hajar Dewantara regarding education as a means of liberating are very important, as has been discussed by Yoseph Lidi (2017) with the title "Education that is liberating according to Ki Hajar Dewantara" and Marianus Sesfau (2020) with the title "Comparison of Paulo's thoughts Freire with the teachings of tamansiswa in the implementation of independent learning." The two previous articles explain that education should educate students by restoring the spirit of self-independence in order to uphold human dignity and humanity. Every human being, however, has individual potential that is active, unique, intelligent and independent.

Education is the main structure in forming human consciousness so that it can activate the mind as a tool for constructing everything in life. Apart from the mind, physical health in humans is also needed because it is a state of health both physically, mentally, spiritually and socially and is also free from disease which allows every human being to learn optimally. Physical fitness plays a significant role in learning activities. Without the support of good physical fitness, learning activities will be disrupted and this will also affect learning results. If students do not have good physical fitness, it will be difficult to accept the lessons given by the teacher.

The quality of human resources can be seen from the learning results that have been achieved. Student learning results will not be the same for each individual, students have differences in terms of their learning, this is influenced by the environment around the students and their friends. Students who are in a good environment tend to behave well and it is likely that their learning results will also be good, and conversely, students who are in a bad environment will tend to behave badly and it is likely that their learning results will also be poor.

According to Slameto (2016:54) the factors that influence learning results are described in two parts, namely internal factors and external factors. Internal factors are factors that originate from a person or skills that originate from the student. Included in this factor are physical health and interest factors. Health Factor is a state of health both physically, mentally, spiritually and socially and also free from disease which allows each student to learn optimally. Meanwhile, interest is the right tendency to pay attention to and remember several activities. If students have high interest then their learning results will be good. If students have low interest then their learning results will not be good. The higher the student's interest, the better the student's learning results. The lower the student's interest, the less good the learning results will be.

A teenager's life cannot be separated from their peer environment, especially when entering junior high school. In the learning process, peers have a very important role in the development of a child's personality. Peers are very influential and are interrelated to the achievement of grades and the progress made in friendships between peers. Peers can also have a positive or negative impact on student learning results. Peers are a group that has characteristics, norms and habits that are very different from those in their family environment. This peer group is a social environment that is first required to have the ability to adapt and can be used as a basis for social interaction within peer friendship circles.

The influence of peer groups on students can be positive or negative. Often children spend more time with their peers, which affects learning results. According to Jeanne Ellis, some peers will support achieving high academic achievement. With peer relationships, children will be motivated to achieve achievements. Children also learn leadership skills, communicating, working together, playing roles and obeying rules. The results of research conducted by Rinny Julianty (2017) with the title "The Influence of Peers on

Learning Results of Indonesian Food Processing and Serving in Vocational School Students" concluded that there was a positive influence of peers on learning results of 22.1%, while the remaining 77.9% % affected. This shows that the percentage for peers is in the sufficient category. Then, further research by Iin Kurniawati, et al (2019) with the title "The Relationship between Peer Associations and the Learning Results of Class V Elementary School Students" with the results of her research being that there is a positive and significant relationship between peer interactions with the learning results of class V SD N Gugus students. Cut Nyak Dien. This is proven by the correlation coefficient of 0.409 which is in the medium category.

Based on the researcher's observations of the learning results of MTs VIP Queen Al Khadijah Cilacap students, the researchers found that learning results increased when the students had their own peers. Students who have this ranking are usually people who have hobbies, are alone or find it difficult to socialize. Meanwhile, all MTs VIP Queen Al Khadijah students live and study at the Islamic Boarding School, meaning that students interact with each other one day and one night.

One external factor that greatly influences student learning results is environmental factors. According to Munib (2011: 76), "the environment is generally defined as unity with all objects, forces, conditions and living creatures, including humans and their behavior, which influence the continuity of life and welfare of humans and other living creatures."

The environment in the research here is the Islamic boarding school environment. Islamic boarding schools as one of the Islamic educational institutions in Indonesia provide a balanced portion in accordance with national education goals so that their students become human beings who believe in and are devoted to God Almighty, have noble character, are mentally and physically healthy, knowledgeable, capable, creative, independent and responsible.

In this research, the research took place in Cilacap Regency, specifically at the MTs VIP Queen Al Khadijah school, where students are required to live in Islamic boarding schools. Students who also have the status of students in Islamic boarding schools of course have a different environment from students who do not live in Islamic boarding schools. In the Islamic boarding school environment, they carry out activities or activities that are slightly more intense than students who do not live in Islamic boarding schools. This happens because of the regulations and discipline that exist within it.

Based on the background of the problem explained above, researchers are interested in researching this problem with the title "The Influence of Interests, Islamic Boarding School Environment and Peers on Learning Results with Physical Factor Moderating Variables (Case Study of Science Subject Learning Results at MTs VIP Queen Al Khadijah Cilacap) ”

2. Literature Review

2.1 Interests

According to Slameto (2010: 180) interest is a feeling of interest from within oneself in something without any coercion or encouragement from outside the individual. The attitude of interest in individuals is not innate at birth but is acquired later in life. The way to generate interest in a subject is by using students' existing interests. Simply put, interest is something that exists within a person that is directed at an object. It actually starts with interest.

2.2 Islamic boarding school environment

According to Nursai (2007), the environmental conditions of Islamic boarding schools are an everyday environment which consists of kiai, ustadz/ustadzah and santri. Usually santri consist of two groups, namely resident and non-resident students.

2.3 Peers

According to Slavin (2019: 141) states that peers are an interaction with people who have the same age, social status, hobbies and thoughts, in interacting they consider and will choose to join with people who have the same things in common. -that matter.

2.4 Learning results

Student learning results according to W. Winkel (in the book Teaching Psychology 1989:82) are the successes achieved by students, namely student learning achievements at school which are expressed in the form of numbers. Learning results are achievements obtained by students in the form of various activities which are measured by the results of assignments and exams.

2.5 Physical

The definition of physicality can be related to physical fitness. Physical fitness is a part of the body regarding complete health, which requires a person to be able to adapt to appropriate physical changes (Fikri 2017). According to Sumintarsih (2012), physical fitness is a person's ability to carry out daily tasks effectively without experiencing constant fatigue.

3. Research Methodology

This research includes quantitative research with descriptive methods. The population in this study was class VII students at MTs VIP Queen Al Khadijah Cilacap for the 2022/2023 academic year, totaling 46 students. Sampling used a saturated sampling technique. Data on Study Interests, Islamic Boarding School Environment, Peers, and Physical Factors. collected through questionnaires, while data on student learning results was obtained through documentation, namely daily grades, assignment grades and odd semester exam scores for the 2022/2023 academic year. The data analysis technique in this research uses descriptive analysis techniques and regression analysis

4. Results

4.1 Data Quality Test

- Validity Test

Based on the data, it can be seen that all statement items in this research instrument have *count* $> r_{table}$ so it can be said that the statements on the variables of interest, Islamic boarding school environment, peers, and physicality are declared valid.

- *Reliability Test*

Based on the data, after conducting research on the sample, it can be seen that each variable has a Cronbach Alpha > 0.60 , so it can be said that this research instrument is declared reliable

4.2 Classical Assumption Test

From the spss output results a significance value of $0.054 > 0.05$ was obtained. So the normality assumption is met.

- *Multicollinearity Test Results*

Based on the data, it is known that in the coefficient section it can be seen that the VIF value for Interest in Learning, Islamic Boarding School Environment, Peers and Physical does not exceed the value of 10 and the tolerance value is close to 1, therefore the research variables are considered free from symptoms of multicollinearity in the regression model, so they meet the requirements. data analysis.

- *Heteroscedasticity Test*

From the results of heteroscedasticity processing carried out using the sperm test, it shows that the significance value of the heteroscedasticity test results above as a whole has a significance level of > 0.05 , which means there is no correlation between the size of the data and the residual so that if the data is enlarged it does not cause the residual (error) to increase. big too.

4.3 Multiple Regression Analysis Results

Based on the table above, it is also known that the sig value of all variables is smaller than 0.05. So it can be partially concluded that the variables interest in learning, Islamic boarding school environment, peers, physical, interest in learning*physical, Islamic boarding school environment*physical and peers*physical have a significant effect on learning results. Based on the output above, it can also be concluded that interest in learning, interaction between the Islamic boarding school environment and the body, peer interaction with the body have a positive correlation with learning results. while the Islamic boarding school environmental variables, peers, physicality and the interaction between interest in learning and physicality have a negative correlation with learning results.

4.4 Coefficient of Determination Test Result

Based on the results of the analysis of the coefficient of determination (R^2), it is known that the significance value of Adj R square is 0.917, which means that the ability of the independent variable to explain the dependent variable is 91.7%, the remaining 8.3% is explained by other variables not explained by this research.

4.5 Test Results

Based on the data processing results table above, it is known that the sig value is $0.000 < 0.05$. So it can be said that simultaneously the variables interest in learning, Islamic boarding school

environment, peers, physical, interest in learning*physical, Islamic boarding school environment*physical and peers*physical influence learning results.

5. Discussion

5.1 The Influence of Interest on Student Learning results

Based on the results of research conducted using SPSS (Statistical Programs for Social Science) version 16.00 for Windows which relates to the first hypothesis, it appears that the variable of interest has a positive and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the large significance value of the interest variable, namely 0.004, which is smaller than 0.005 and the Unstandardized Coefficient value of 1.613, so it can be concluded that the interest variable has a positive effect on student learning results,

The results of this research are supported by the results of answers to open questions which state that students are very enthusiastic when taking science lessons, students do not experience difficulties in working on science lesson questions in class, students have studied in the evening before the next day's lessons, according to many MTs VIP students Queen Al Khadijah's science lessons are interesting and challenging lessons. Thus, the influence of interest on student learning results can be said that the higher the interest, the higher the student's learning results.

The results of this research are in line with previous research conducted by Merinda Noorma Novida Siregar (2010) with the title "The Influence of Learning Interest and Parental Attention on Accounting Learning Achievement of Class The results obtained show that there is a positive and significant influence on Learning Interest and Parental Attention together on the Accounting Study Achievement of Class

5.2 The Influence of the Islamic Boarding School Environment on Student Learning Results

Based on the results of research conducted using SPSS (Statistical Programs for Social Science) version 16.00 for Windows which is related to the second hypothesis, it appears that the Islamic boarding school environment variable has a negative and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah. The results of this research are proven by the significant value of the Islamic boarding school environmental variable, namely 0.001, which is smaller than 0.005 and the Unstandardized Coefficient value of -2.950, so it can be concluded that the variable of interest has a negative effect on student learning results. Because there are other factors that influence learning results, namely 0.83. By negatively influencing student learning results,

The results of this research are in line with previous research conducted by Ani Khoirunnisa' (2011) entitled The Influence of the Islamic Boarding School Environment on learning achievement in Accounting Economics Subjects through learning methods for MA Nurul Ulum Jekulo Kudus students in the 2010/2011 Academic Year.

5.3 The Influence of Peers on Student Learning Results

Based on the results of research conducted through SPSS (Statistical Programs for Social Science) version 16.00 for Windows which relates to the third hypothesis, it appears that the peer variable has a positive and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the significance value of the peer variable, namely 0.006, which is smaller than 0.05 and the Unstandardized Coefficient value of -3.179, so it can be concluded that the interest variable has a negative effect on student learning results. Peers are very influential and interrelated with student learning results. This influence can have negative impacts such as students' lack of concentration when paying attention to the teacher explaining and they often disturb their peers when they are doing their assignments. If this happens, students are expected to try to improve the quality of their relationships by choosing friends to hang out with and being selective in the social process. Students should also be active individuals in the learning process so that their friends respect them.

5.4 The influence of physical factors as a moderator between interest factors on student learning results

Based on the results of research conducted via SPSS (Statistical Programs for Social Science) version 16.00 for Windows relating to the fourth hypothesis, it appears that the physical factor variable as a moderator between interest factors has a negative and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the magnitude of the variable significance value, namely 0.06, which is smaller than 0.05 and the Unstandardized Coefficient value of -0.079, so it can be concluded that the physical factor variable as a moderator between interest factors has a negative and significant effect on student learning results.

The results of this research are supported by the results of responses to open questions related to physical factors as a moderator between interest factors and student learning results. Students have the desire to understand lessons without paying attention to their own health. This means that students, whether healthy or unhealthy, still try to understand science subject matter, even though they are sick, but with the student's will, everything will happen. Students remain motivated to study science as long as students can survive.

5.5 The influence of physical factors as a moderator between Islamic boarding school environmental factors on student learning results

Based on the results of research conducted through SPSS (Statistical Programs for Social Science) version 16.00 for Windows relating to the fifth hypothesis, it appears that physical factor variables as a moderator between environmental factors in Islamic boarding schools have a positive and significant effect on student learning results, namely Class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the significant value of the variable, namely 0.02, which is smaller than 0.05 and the Unstandardized Coefficient value of 0.143, so it can be concluded that the physical factor variable as a moderator between the Islamic boarding school environmental factors has a positive and significant effect on student learning results. Based on the analysis of the questionnaire results, students always maintain a regular eating pattern during learning activities,

5.6 The influence of physical factors as a moderator between peer factors on student learning results

Based on the results of research conducted through SPSS (Statistical Programs for Social Science) version 16.00 for Windows relating to the sixth hypothesis, it appears that the physical factor variable as a moderator between Islamic boarding school peer factors has a positive and significant effect on student learning results, namely Class VII students at MTs VIP. Queen Al Khadijah Cilacap. The results of this research can be proven by the significant value of the variable, namely 0.11, which is smaller than 0.05 and the Unstandardized Coefficient value of 0.156, so it can be concluded that the physical factor variable as a moderator between peer factors has a positive and significant effect on student learning results. Physically healthy is very influential in friendship activities, students do not disturb other friends while they are in friendship.

6. Conclusion

Based on the results of the analysis that has been carried out, it can be concluded with the following description:

- The interest factor has a positive and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the significance value of the variable of interest, namely 0.004, which is smaller than 0.005
- Islamic boarding school environmental factors have a negative and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah. The results of this research are proven by the significance value of the Islamic boarding school environmental variable, namely 0.001, which is smaller than 0.005
- The peer factor has a positive and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the significance value of the variable of interest, namely 0.006, which is smaller than 0.05
- Physical factors as a moderator between interest factors have a negative and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the magnitude of the variable significance value, namely 0.06, which is smaller than 0.05
- Physical factors as a moderation between Islamic boarding school environmental factors have a positive and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the magnitude of the variable significance value, namely 0.02, which is smaller than 0.05
- Physical factors as a moderation between Islamic boarding school peer factors have a positive and significant effect on student learning results, namely class VII students at MTs VIP Queen Al Khadijah Cilacap. The results of this research can be proven by the variable significance value, namely 0.11, which is smaller than 0.05

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