

The Influence of University Peers on Learning Motivation of Business Administration Students at State Polytechnic of Madiun

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ABSTRACT

This study aims to determine the influence of peers on the learning motivation of students in the Business Administration Study Program at the State Polytechnic of Madiun. The population of this study consisted of all students enrolled in the program, with a sample of 77 respondents selected using probability sampling and simple random sampling techniques. Data were collected through a structured questionnaire and analyzed using simple linear regression with the assistance of SPSS 23.0. The results showed that peers have a significant and positive effect on students' learning motivation ($\beta = 0.589$; $p = 0.001$). The coefficient of determination ($R^2 = 0.408$) indicates that 40.8% of the variation in learning motivation can be explained by peer influence, while the remaining 59.2% is affected by other factors not examined in this study. The findings highlight the importance of positive peer relationships in fostering student engagement and enthusiasm for learning.

INTRODUCTION

Learning motivation is a fundamental determinant of academic success in higher education, representing the internal drive that enables students to engage in, persist with, and achieve academic tasks (Ryan & Deci, 2000). In today's rapidly evolving knowledge-based economy, higher education institutions face increasing demands to cultivate not only students' cognitive skills but also their motivational readiness to adapt, innovate, and collaborate. Within this context, one factor that has received growing attention is the role of peer relationships in shaping students' motivation to learn.

Peers serve as significant socialization agents through which students acquire behavioral norms, academic values, and motivational orientations (Rubison, 2011; Kindermann, 2007). For example, changes in a student's embeddedness within peer groups have been shown to influence shifts in intrinsic value and mastery goal orientations over time. Empirical research confirms that positive peer relationships can significantly enhance learning motivation and educational outcomes; in a study of rural adolescents, positive peer relations were significantly associated with academic motivation and college/career readiness.

From a theoretical perspective, frameworks such as Self-Determination Theory (SDT) emphasize the importance of relatedness—a core psychological need fulfilled in part through peer interaction—in supporting intrinsic motivation (Deci & Ryan, 2000). Similarly, sociocultural perspectives highlight that learning and motivation are deeply embedded in social contexts and peer-mediated processes of interaction. These theoretical lenses suggest that peer influence is not merely peripheral but may play a central role in students' motivational dynamics.

In the context of higher education, particularly among students in their initial semesters, peer relationships may hold even greater importance. Students who are newly integrated into a collegiate environment—such as first- and second-semester students—are in a transition phase during which supportive peer networks may substantially influence their adjustment, engagement, and motivational orientation. Nonetheless, while much research addresses peer influence in secondary education, there remains a relative paucity of empirical studies focusing on peer-motivation linkages in higher education settings in Indonesia and among undergraduate populations.

Therefore, this study aims to fill that gap by analyzing the influence of peers on learning motivation among students in the Business Administration Study Program at the State Polytechnic of Madiun. Specifically, it seeks to determine the strength and direction of the relationship between peer group quality and student motivation, and to what extent peer influence accounts for variation in learning motivation in this context. The findings are expected to inform initiatives to enhance learning motivation through peer-based strategies and support systems in tertiary education.

THEORETICAL REVIEW

Learning motivation is one of the key determinants of students' academic achievement and engagement in higher education. It refers to the internal and external processes that initiate, guide, and sustain goal-oriented learning behavior (Schunk, Pintrich, & Meece, 2014). Motivation influences how much effort students invest in their studies, their persistence when facing challenges, and their overall performance outcomes. Several theoretical frameworks can be used to explain the relationship between peer influence and learning motivation.

Social Learning Theory (Bandura, 1977)

According to Bandura's Social Learning Theory, human behavior is largely shaped by observing and interacting with others. In the learning context, students tend to imitate the attitudes, behaviors, and academic habits of their peers. Positive peer interactions, such as mutual encouragement, group collaboration, and academic discussions, can enhance students' confidence and intrinsic motivation. Conversely, negative peer influence may discourage academic effort or promote disengagement. This theory provides a strong basis for explaining how peer groups function as social models that influence students' motivation and learning behaviors.

Self-Determination Theory (Deci & Ryan, 2000)

Self-Determination Theory (SDT) posits that motivation exists along a continuum from extrinsic to intrinsic, depending on the degree of autonomy, competence, and relatedness that individuals experience. Peer relationships contribute particularly to the need for relatedness — the sense of connection and belonging within a social group. When students feel accepted and supported by their peers, they are more likely to develop intrinsic motivation, leading to greater persistence and enjoyment in learning. Therefore, supportive peer environments can enhance students' self-determined motivation and engagement.

Achievement Motivation Theory (McClelland, 1987)

McClelland's Achievement Motivation Theory emphasizes that individuals are driven by the need for achievement, affiliation, and power. In the context of education, peer groups often serve as a source of social comparison and competition, which can stimulate the need for achievement. Students who are surrounded by high-achieving peers may be inspired to improve their own performance to gain recognition or maintain their social standing within the group. This dynamic underscores how peer influence can act as both a motivator and a benchmark for students' academic goals.

Previous Empirical Findings

Empirical studies have consistently demonstrated that peer influence is a significant predictor of learning motivation. For example, Wentzel (2015) found that students who perceive high levels of peer support show greater academic

engagement and persistence. Similarly, Altermatt and Pomerantz (2013) reported that positive peer relationships contribute to higher levels of motivation and academic success, especially among first-year college students. These findings reinforce the theoretical assumption that social contexts—particularly peer groups—play a central role in shaping students' motivation and learning behavior.

In summary, these theoretical perspectives collectively highlight that peer influence is an essential social factor affecting students' learning motivation. By integrating insights from Social Learning Theory, Self-Determination Theory, and Achievement Motivation Theory, this study builds a conceptual foundation for examining how peer interactions contribute to students' motivation within the higher education environment.

METHODOLOGY

Research Design

This research employed a quantitative approach using an explanatory survey design. The study sought to examine the influence of peers (independent variable) on students' learning motivation (dependent variable) among students of the Business Administration Study Program at the State Polytechnic of Madiun. The explanatory design was chosen to identify the magnitude and direction of relationships between variables through statistical analysis (Sugiyono, 2019).

Population and Sample

The population in this study consisted of all students enrolled in the Business Administration Study Program at the State Polytechnic of Madiun. Using probability sampling with the simple random sampling technique, 93 questionnaires were distributed, and 77 valid responses were returned and analyzed, yielding a response rate of 83%.

The sample composition reflected the demographic characteristics of the population: 91% were female, 83% aged 16–20 years, and 74% were in their first or second semester, indicating that most respondents were in the early phase of their academic journey.

Research Variables and Measurement

Two main variables were investigated:

1. Peer Influence (X) – defined as the quality of relationships, interactions, and support among students in academic and social contexts. Measurement indicators were adapted from prior studies emphasizing aspects such as peer encouragement, cooperation, emotional support, and role modeling (Kindermann, 2007; Wentzel, 2017).
2. Learning Motivation (Y) – defined as the internal and external drive that encourages students to engage in learning activities and achieve academic goals (Ryan & Deci, 2000). Indicators included persistence, enthusiasm, interest in learning, and goal orientation.

Each variable was measured using 12 statement items on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree).

Data Collection Technique

Data were collected through a structured questionnaire, which was distributed both physically and online. The instrument was developed based on theoretical constructs and prior empirical research, then tested for validity and reliability before being used for the main data collection. Respondents were informed about the research objectives, confidentiality, and voluntary participation.

Validity and Reliability Testing

Instrument validity was assessed using Pearson Product-Moment correlation. The results showed that all items for both variables had Sig. < 0.05 and $r > r\text{-table}$ (0.224), indicating that all items were valid.

Reliability was tested using Cronbach's Alpha, which produced values of 0.851 for the peer influence variable and 0.805 for the learning motivation variable, both exceeding the threshold of 0.6, confirming that the instrument was reliable.

Data Analysis Technique

Data were analyzed using SPSS version 23.0. The following analytical procedures were carried out:

1. Descriptive Statistical Analysis – to describe respondents' characteristics and variable tendencies.
2. Normality Test – using the Kolmogorov-Smirnov test, which showed Asymp. Sig. > 0.05, indicating that the data were normally distributed.
3. Simple Linear Regression Analysis – to determine the influence of peers (X) on learning motivation (Y).
4. Hypothesis Testing – the t-test was used to assess the significance of the regression coefficient at a significance level of 0.05.

The resulting regression equation was:

$$Y = 15.572 + 0.589X$$

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The analysis revealed that the peer influence variable had a significant positive effect on learning motivation ($t = 7.194$; $p = 0.001 < 0.05$), with a coefficient of determination (R^2) = 0.408, meaning that 40.8% of the variation in learning motivation could be explained by peer factors, while the remaining 59.2% was influenced by other unexamined variables.

RESULTS

Descriptive Results

The descriptive analysis provides an overview of the respondents and the main study variables. Out of 93 distributed questionnaires, 77 were returned and valid, representing a response rate of 83%. The majority of respondents were female (91%), within the age range of 16–20 years (83%), and in the first or second semester (74%). These demographic characteristics suggest that most respondents were still in the early stages of their academic life. At this stage, students tend to rely more on social support and peer interaction in adapting to

new academic environments (Wentzel, 2017). Regarding variable tendencies, Peer Influence (X) obtained an average score of 35.77 (mean = 2.98 per item), which falls into the *moderate category*. This suggests that peer relationships exist but are not yet fully effective in supporting academic engagement. Meanwhile, Learning Motivation (Y) had an average score of 36.65 (mean = 3.05 per item), also categorized as *moderate*. This indicates that students show sufficient motivation to learn, though there remains room for improvement.

Table 1. Respondent Characteristics

Description	Amount	Percentage
Gender		
Male	7	9%
Female	70	91%
Age		
16 – 20 years old	64	83%
21 – 25 years old	13	17%
Semester Level		
Semesters 1-2	57	74%
Semesters 3-4	10	13%
Semesters 5-6	10	13%

Table 1 presents the demographic characteristics of the respondents involved in this study. A total of 77 valid questionnaires were analyzed. The table shows that the majority of respondents were female students (91%), while only 9% were male. This indicates that the Business Administration Study Program at the State Polytechnic of Madiun is predominantly female-dominated, which is common in administrative and management-related disciplines.

In terms of age, most respondents were in the 16–20 years old category (83%), followed by 21–25 years old (17%). This suggests that the respondents were mostly young students in the early stage of their higher education, likely still adapting to academic routines and campus life.

Regarding semester level, 74% of respondents were in semesters 1–2, while 13% each were in semesters 3–4 and 5–6. This distribution shows that the majority of participants were first-year students, implying that their academic experiences were still limited. Consequently, their learning attitudes and motivation were likely more influenced by peer relationships rather than by long-term academic experience or institutional factors.

Overall, these characteristics provide important contextual insight into the study results, suggesting that peer influence may play a particularly strong role in shaping learning motivation among early-semester students who are still building their academic identity and social networks.

The results of the descriptive analysis of the variables show that Peers (X) had an average score of 35.77, equivalent to 2.98 per item (scale 1–4). This indicates that the quality of peer relationships is in the moderate category, meaning that interactions between students are not yet optimal in supporting the learning process. Learning Motivation (Y) obtained an average score of 36.65, or

3.05 per item (scale 1–4), also in the moderate category. This means that students have sufficient motivation to learn, but have not yet demonstrated a very strong drive.

Validity and Reliability of Instruments

The results of the validity test (Table 2) indicated that all questionnaire items for both variables were valid, with Sig. < 0.05 and r-values greater than the critical value (0.224). Furthermore, the reliability test showed Cronbach's Alpha = 0.851 for Peer Influence and 0.805 for Learning Motivation. These values exceed the standard threshold of 0.6 (Nunnally, 1978), confirming that the measurement instruments were reliable and consistent.

Table 2. Validity Test Results

Peers (X)							
<i>Item</i>	<i>Sig (2-tailed)</i>	<i>Correlation</i>	<i>Keterangan</i>	<i>Item</i>	<i>Sig (2-tailed)</i>	<i>Correlation</i>	<i>Keterangan</i>
1	0,001	0,648	Valid	7	0,001	0,484	Valid
2	0,001	0,615	Valid	8	0,001	0,645	Valid
3	0,001	0,642	Valid	9	0,001	0,580	Valid
4	0,001	0,662	Valid	10	0,001	0,607	Valid
5	0,001	0,696	Valid	11	0,001	0,612	Valid
6	0,001	0,582	Valid	12	0,001	0,619	Valid
Learning Motivation (Y)							
<i>Item</i>	<i>Sig (2-tailed)</i>	<i>Correlation</i>	<i>Keterangan</i>	<i>Item</i>	<i>Sig (2-tailed)</i>	<i>Correlation</i>	<i>Keterangan</i>
1	0,001	0,573	Valid	7	0,001	0,533	Valid
2	0,001	0,557	Valid	8	0,001	0,585	Valid
3	0,001	0,506	Valid	9	0,001	0,442	Valid
4	0,001	0,684	Valid	10	0,001	0,537	Valid
5	0,001	0,669	Valid	11	0,001	0,642	Valid
6	0,001	0,584	Valid	12	0,001	0,475	Valid

Table 2 presents the results of the validity test for all statement items in the two research variables – Peers (X) and Learning Motivation (Y). The validity test was conducted using the Pearson Product Moment correlation method, with the criterion that an item is considered valid if the significance value (Sig.) is less than 0.05 and the correlation coefficient (r) is greater than the critical value of *r-table*.

The results show that all 12 items for the Peers variable (X) and all 12 items for the Learning Motivation variable (Y) met these requirements, with Sig. values consistently at 0.001 (< 0.05) and correlation coefficients ranging from 0.442 to 0.696. This indicates that each statement item has a significant and positive relationship with the total score of its respective variable.

In practical terms, these results confirm that all items used to measure peer influence and learning motivation were empirically valid, meaning that the questionnaire items effectively represent the constructs being studied. Thus, the

instrument can be deemed appropriate for further statistical analysis, such as reliability testing and hypothesis testing.

Table 3. Reliability Test Results

Variables	Cronbach's Alpha
Peers (X)	0,851
Learning Motivation (Y)	0,805

Table 3 displays the results of the reliability test conducted on the research instruments for the variables Peers (X) and Learning Motivation (Y). Reliability testing was carried out using the Cronbach's Alpha coefficient, which measures the internal consistency of questionnaire items. A Cronbach's Alpha value greater than 0.6 is generally considered acceptable for indicating that the instrument is reliable and produces consistent results across items.

The analysis shows that the Peers (X) variable obtained a Cronbach's Alpha value of 0.851, while the Learning Motivation (Y) variable achieved a value of 0.805. Both values are well above the minimum threshold of 0.6, indicating a high level of internal consistency among the items in each variable.

These results suggest that the questionnaire items used to measure both peer influence and learning motivation are reliable and stable, meaning that if the instrument were administered to a similar group of respondents under similar conditions, it would likely yield consistent results. Consequently, the data derived from these instruments can be considered dependable for subsequent analyses, including normality testing and regression analysis.

Normality Test

Before conducting regression analysis, it is essential to verify that the data are normally distributed, as this is one of the key assumptions of parametric statistical testing. The normality test aims to determine whether the distribution of residuals from the variables—Peer Influence (X) and Learning Motivation (Y)—follows a normal pattern. In this study, the Kolmogorov-Smirnov (K-S) test was employed to assess data normality. A significance value (Asymp. Sig.) greater than 0.05 indicates that the data are normally distributed and suitable for further analysis using regression techniques.

Table 4. Kolmogorov-Smirnov Z Test Results

Variabel	Asymp. Sig.	Kolmogorov-Smirnov Z
Peers (X)	0,128	1,172
Learning Motivation (Y)	0,084	1,259

Table 4 presents the results of the Kolmogorov-Smirnov (K-S) test, which was conducted to examine whether the data for the variables Peers (X) and Learning Motivation (Y) were normally distributed. The normality test is an

essential prerequisite for parametric statistical analyses such as linear regression, ensuring that the data meet the assumption of normal distribution.

Based on the test results, the Peers (X) variable obtained an Asymp. Sig. value of 0.128, while the Learning Motivation (Y) variable produced a value of 0.084. Since both significance values are greater than 0.05, it can be concluded that the data for both variables are normally distributed.

This finding indicates that the residuals from the regression model do not deviate significantly from the normal distribution, thereby fulfilling one of the key assumptions required for linear regression analysis. In other words, the distribution of responses for both peer influence and learning motivation variables is statistically normal, which validates the appropriateness of using parametric statistical tests such as regression analysis for hypothesis testing in this study.

Regression Analysis

A simple linear regression analysis was performed to test the research hypothesis regarding the influence of peer relationships (independent variable) on learning motivation (dependent variable). This method was chosen to quantify the predictive relationship between the two variables and to determine whether peer interactions significantly contribute to students' motivation to learn. The detailed regression coefficients and model summary are presented in Table 5.

Table 5. Simple Linear Regression Test Results

Variable	Koef. Regresi	t _{count}	Sig.
X	0,589	7,194	0,001
Constant : 15,572			
R ² : 0,408			

Table 5 displays the results of the simple linear regression analysis conducted to determine the effect of peers (X) on learning motivation (Y) among students of the Business Administration Study Program at the State Polytechnic of Madiun. The regression model was used to evaluate both the magnitude and the direction of the relationship between the two variables.

The regression equation obtained from the analysis is as follows:

$$Y = 15.572 + 0.589X$$

The regression coefficient ($\beta = 0.589$) indicates a positive relationship between peer relationships and learning motivation. This means that for every one-unit increase in the peer relationship score, the learning motivation score increases by 0.589 units. In practical terms, students who have stronger, more supportive peer interactions tend to demonstrate higher levels of learning motivation.

The constant value (15.572) suggests that when peer influence is absent or minimal ($X = 0$), the baseline level of student learning motivation remains at 15.572. This represents the inherent motivation level that may be influenced by other factors beyond peer relationships, such as internal drive, lecturer engagement, or institutional environment.

The coefficient of determination ($R^2 = 0.408$) indicates that 40.8% of the variance in learning motivation can be explained by peer factors. The remaining 59.2% is influenced by other variables not included in this study, such as teaching methods, campus culture, or individual psychological factors. This proportion shows that while peer influence plays a significant role, learning motivation is still a multifaceted construct shaped by various elements.

Furthermore, the t-test results show a calculated t-value of 7.194 with a significance level (p) of 0.001, which is lower than the threshold of 0.05. This finding confirms that the regression coefficient is statistically significant, meaning that the effect of peers on learning motivation is not due to random chance. Therefore, the research hypothesis – that peer relationships have a significant influence on students' learning motivation – is accepted.

In summary, the regression analysis demonstrates that peer interactions contribute significantly to shaping students' motivation to learn. Supportive peer environments can foster greater enthusiasm, engagement, and persistence in academic activities, highlighting the importance of social dynamics in the educational setting.

The results of this study demonstrate that peer relationships have a significant and positive influence on students' learning motivation, as indicated by a regression coefficient of 0.589 and a significance value of $p = 0.001$ ($p < 0.05$). This finding supports the hypothesis that students who have supportive, cooperative, and encouraging peer interactions tend to exhibit higher levels of motivation to learn.

These results are consistent with social learning theory (Bandura, 1986), which posits that individuals learn and develop motivation through observation and interaction with others in their social environment. Peers serve as important social models who can influence behavior, attitudes, and persistence in learning. In the context of higher education, peer groups often shape students' enthusiasm toward coursework, engagement in class activities, and overall academic commitment.

Furthermore, the finding aligns with the study of Ryan and Deci (2000) in the Self-Determination Theory (SDT) framework, which explains that social support from peers can fulfill students' psychological needs for relatedness, competence, and autonomy – key drivers of intrinsic motivation. When students feel accepted and supported by their peers, they experience greater enjoyment and confidence in their academic pursuits.

The coefficient of determination ($R^2 = 0.408$) indicates that 40.8% of the variation in learning motivation is explained by peer influence, while 59.2% is attributed to other factors not examined in this study. These may include lecturer teaching methods, learning environment, family support, or personal goals. This implies that although peers play an important role, learning motivation remains

a multidimensional construct influenced by various contextual and individual variables.

The dominance of first- and second-semester students (74%) among respondents further strengthens the interpretation. Early-year students are typically in the process of adjusting to new academic and social environments, making them more susceptible to peer influence. Supportive friendships at this stage can help students adapt more easily, develop a sense of belonging, and build enthusiasm for learning. In contrast, the lack of positive peer relationships may reduce students' engagement and persistence.

These findings are in line with research by Wentzel (1998), who emphasized that students who receive emotional and academic support from peers tend to show better motivation and performance in school. Similarly, Kindermann (2007) found that peer group norms and attitudes toward academic achievement significantly predict students' motivation and engagement levels.

From a practical standpoint, these results underscore the importance of fostering positive peer interactions in educational settings. Institutions can encourage collaborative learning through group assignments, peer mentoring programs, and extracurricular activities that promote teamwork and mutual support. Strengthening social cohesion within student groups may indirectly enhance academic motivation and performance.

In conclusion, this study provides empirical evidence that peer influence plays a substantial role in shaping students' learning motivation. By recognizing the social dimension of learning, educators and administrators can design strategies that leverage peer support to enhance students' academic engagement and success. A simple linear regression analysis was used to test the hypothesis. The resulting equation is as follows:

$$Y = 15.572 + 0.589X$$

The regression coefficient of 0.589 shows that for every one-unit increase in peer influence, learning motivation increases by 0.589 units. The coefficient of determination (R^2) = 0.408 indicates that 40.8% of the variation in learning motivation is explained by peer factors, while the remaining 59.2% is affected by other factors such as lecturer competence, the learning environment, and students' intrinsic motivation.

The t-test result ($t = 7.194$; $p = 0.001 < 0.05$) demonstrates a significant positive relationship between peer influence and learning motivation. Therefore, the research hypothesis — that peers significantly influence students' learning motivation — is accepted.

DISCUSSION

The findings reveal that peer relationships play a critical role in shaping students' learning motivation. This supports prior studies emphasizing that peers contribute to emotional support, academic collaboration, and social encouragement, all of which foster stronger learning engagement (Kindermann, 2007; Ryan, 2001; Wentzel, 2017).

Students who interact positively with their peers tend to share study habits, discuss assignments, and encourage one another to achieve academic goals. According to Deci and Ryan's Self-Determination Theory (2000), such social interactions satisfy students' psychological needs for relatedness and competence, which are essential components of intrinsic motivation.

The finding that peer influence explains 40.8% of learning motivation suggests that social dynamics within the classroom are a significant motivational driver, especially among early-year students who rely heavily on peer networks for academic adaptation. Similar evidence was found by Urdan and Maehr (1995), who reported that peer support enhances students' willingness to participate and persist in academic tasks.

However, since 59.2% of learning motivation is influenced by other factors, educators should also consider external and internal determinants – such as lecturer feedback, learning facilities, and students' personal goals – to optimize motivation comprehensively.

Overall, these findings highlight that peer influence is a substantial, yet not exclusive, determinant of students' learning motivation in higher education. Strengthening collaborative learning environments and peer mentoring programs can thus be an effective strategy to enhance academic engagement and performance.

CONCLUSIONS AND RECOMMENDATIONS

The findings demonstrate that peer influence significantly and positively affects students' learning motivation. Approximately 40.8% of the variation in motivation can be explained by peer-related factors. These results suggest that fostering positive peer interactions can improve learning outcomes and strengthen student engagement.

Practical Implications: Educators should design collaborative learning environments that encourage teamwork, peer mentoring, and active group participation.

Theoretical Implications: The study supports both Social Learning Theory and Self-Determination Theory, emphasizing the importance of social relationships in motivational development.

Recommendations

1. For Educators: Develop peer-based learning strategies such as study groups, peer tutoring, and collaborative assignments.
2. For Students: Build supportive and academically oriented peer networks.
3. For Institutions: Implement mentoring and student community programs that promote positive academic socialization.
4. For Future Research: Explore other factors influencing motivation—such as lecturer behavior, learning environment, and family support—and include larger or multi-institution samples.

FURTHER STUDY

While this study successfully identified a significant influence of peers on learning motivation among Business Administration students, several

limitations open avenues for future research. First, the sample was limited to one institution, the State Polytechnic of Madiun, which may restrict the generalizability of findings. Future studies could expand the research scope to include multiple universities or polytechnics across different regions to obtain more comprehensive and comparative results.

Second, this research utilized a quantitative approach through self-reported questionnaires. Although this method is effective for identifying correlations, it may not fully capture the depth of students' perceptions and experiences regarding peer interactions. Subsequent research is encouraged to employ mixed methods – combining quantitative and qualitative designs – such as interviews or focus group discussions, to provide richer contextual insights.

Third, the coefficient of determination ($R^2 = 0.408$) indicates that approximately 59.2% of learning motivation is influenced by other variables not examined in this study. Future research could therefore explore additional factors such as lecturer teaching style, learning environment, academic self-efficacy, or family support as potential predictors of student motivation.

Lastly, longitudinal research designs could be employed to observe how peer influence and learning motivation evolve over time, especially as students progress through higher semesters. Such studies would provide valuable insights into the dynamic nature of motivation and social relationships in higher education contexts.

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