

# The Relationship Between the Role of Peer Groups and Learning Discipline Among Adolescents

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## Abstract

Education is a very important thing in life. Education can also create quality human resources. The concept is then used as the basis for lifelong education, namely informal education, formal education, and non-formal education that complement and strengthen each other. The learning process will be successful can be influenced by two factors, namely internal factors and external factors. Internal factors are factors that come from within the individual, for example the child's will and ability. External factors are factors that come from outside the individual, for example discipline and family conditions. The purpose of this study is to see whether the role of peer groups has a significant relationship with learning discipline in adolescents. The method used in this study is a quantitative method. This study involved 30 adolescents. The characteristics of the subjects that have been determined in this study are male and female, late adolescents with an age range of 18-20 years and educational status as students. Sampling was carried out using a non-probability sampling technique, namely the accidental sampling method. The measuring instruments used in this study were the peer group role scale and the learning discipline scale adapted by the researcher from previous research. The results of the hypothesis test of the role of peer groups with learning discipline in adolescents obtained  $r$  count = 0.506 with  $p = 0.004$  ( $p < 0.05$ ). This shows a relationship between the role of peers (peer groups) and learning discipline in adolescents.

**Keywords:** Role, Friendship, Discipline.

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## Introduction

The issue of education is closely related to the development of a nation. Education is a continuous process that begins from birth until death. This concept was later used as the basis for lifelong education, namely informal education, formal education, and non-formal education, which complement and reinforce each other (Wulan, 2007). The success of the learning process can be influenced by two factors: internal and external factors. Internal factors are those originating from within the individual, such as their own will and ability. External factors are those originating from outside the individual, such as discipline (Wulan, 2007).

Based on the existing phenomenon, many teenagers hang out at night in shopping centers or other gathering places during school days. Therefore, the Governor of DKI Jakarta, Jokowi, has implemented a policy regarding mandatory school hours, which has not yet been officially decided by the government. Discipline is a potential inherent in active individuals. Strong encouragement from teachers/lecturers, parents, and peers can foster this potential. Discipline needs to be instilled in children, especially in learning activities (Wulan, 2007).

Adolescence is a transitional period from childhood to adulthood, characterized by unstable emotions and the struggle to establish a sense of identity. Adolescents no longer want to be judged or treated as children. During this period, adolescents' relationships with their peers become more intimate, and they even spend more time outside the home with their peers than with their families. Leaving home and interacting more broadly in their social environment. Social interaction expands from the formation of peer groups as a means of adjustment. Within them, friendship arises, which is the first characteristic and nature of interaction in social interaction. In peer groups, organizational structures are not important, but group members feel a sense of responsibility for the success and failure of their group (Wulan, 2007).

To ensure that adolescents do not make mistakes in their actions and behavior, an appropriate environment is needed, including peer groups. Because the influence of peer groups is very large on students. Peer groups in influencing learning discipline include several groups: supportive groups, neutral groups, and inhibiting groups. Supportive groups can have a positive impact because they motivate students to be disciplined in learning, neutral groups do not have any influence, while inhibiting groups will have a negative impact on teenagers because teenagers will imitate what their peers do and often commit deviant acts.

## Literature Review

In essence, humans are not only individual beings but also social beings who are required to interact with each other in their lives. Individuals in peer groups feel similarities with one another, such as in age, needs, and goals, which can strengthen the group. According to Andi Mappiare (in Wulan, 2007), "peer groups are the first social environment where adolescents learn to live with others who are not family members." Another opinion is expressed by St. Vembriarto (in Wulan, 2007), who states, "A peer group means that the individuals in a peer group share similarities in various aspects." According to St. Vembriarto (in Wulan, 2007), there are several key points in the definition of peers a peer group is a primary group with intimate relationships among members, members of a peer group consist of individuals of similar age and social status or position, the term group can refer to groups of children and adolescents.

The development of peer groups, with their strong influence, is crucial during adolescence. Within peer groups, adolescents first apply the principles of living together and working together. These strong bonds form norms, values, and symbols distinct from those found in their individual homes.

Therefore, it can be concluded that peer groups significantly influence adolescents' self-image. Adolescents become closer to their peers because they perceive that peers can understand their

desires, leading them to want to spend time with them. When interacting with peers, adolescents feel they are given status and receive sympathy.

**Research Methodology**

The primary approach in this research is a quantitative approach, where the data obtained are in the form of numbers that will be analyzed statistically (Kumar, 1999). The data to be processed quantitatively in this research comes from distributed questionnaires. The questionnaire method is divided into a subject identity checklist, a peer group role scale, and a learning discipline scale. The operational definition of the role of peer groups is the social relationship between one individual and another in a group that has the same age and social status which has an influence on social interactions such as peer interactions (peer communication), peer roles, and the actions of its members. The operational definition of learning discipline is obedience to applicable rules or provisions and is carried out on the basis of awareness, such as discipline in attending lectures, discipline in carrying out assignments from lecturers, discipline in studying at home and on campus, and discipline in obeying campus rules or regulations. In this study, the sampling technique is a non-probability sampling technique, namely the accidental sampling technique. Accidental sampling is a sampling technique that occurs by chance according to predetermined criteria.

Data processing in this study began with collecting the data the researcher had obtained. Then, the researchers coded the required sections of the questionnaire and entered the data into SPSS. The SPSS used by the researchers was SPSS version 21 for Windows. Next, the researchers calculated the data using the Pearson product-moment correlation calculation. To measure the strength of the relationship between two variables, a value called the correlation coefficient is required, with a value ranging from -1 to 1. Essentially, the correlation coefficient *r* can have a value of zero (0 = no correlation) to one (1 = a correlation), with the following conditions:

1. If  $r = 0$ , there is no correlation at all between the independent and dependent variables.
2. If  $r > 0$ , the independent and dependent variables are positively correlated.
3. If  $r < 0$ , the independent and dependent variables are negatively correlated.

**Results**

The researcher will describe the results of field data collection, data analysis, and interpretation of the research data. In this chapter, the researcher will discuss the description of the research subjects and the testing of the research hypotheses. The general description of the subjects in this study was taken based on the results of research that had been conducted by the researcher, including age and gender.

Table 1. Table Distribution of Subject Ages

Age	f	Persentase
18	5	16,7
19	11	36,7
20	14	46,7

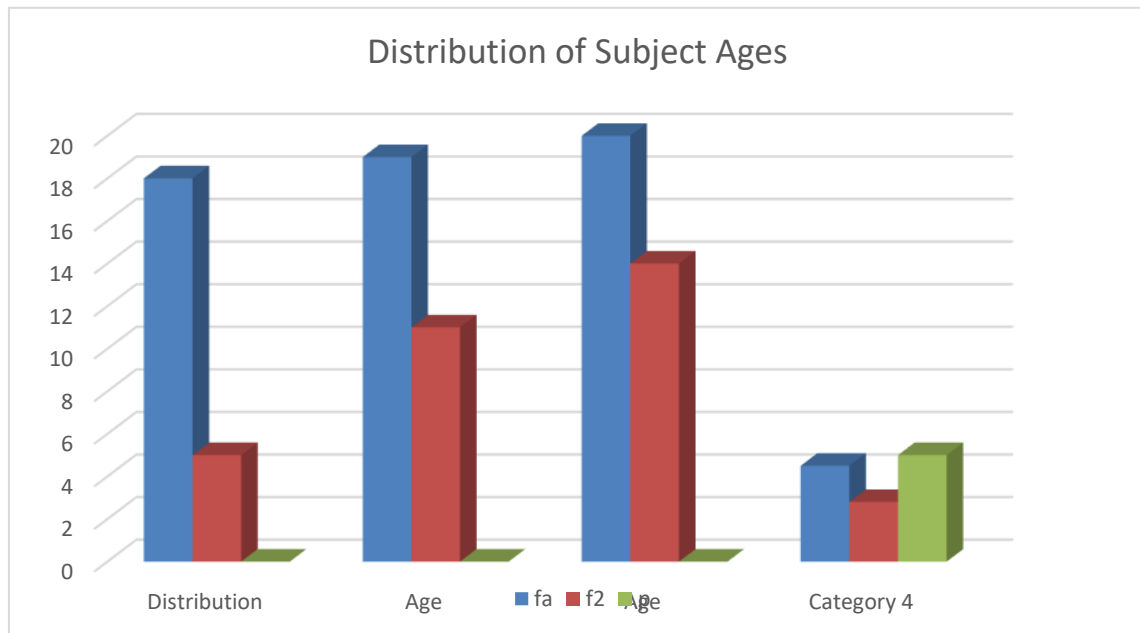


Figure 1. Distribution of Subject Ages

## Conclusion

The results of this study indicate that the role of peer groups has a significant positive relationship with learning discipline in adolescents. This can be interpreted that the higher the role of peer groups (X) will cause learning discipline in adolescents (Y) to be higher. Likewise, between the role of peer groups (X) and learning discipline in adolescents (Y) there is also a real or convincing relationship. This creates a weak relationship between the role of peer groups (X) and student learning discipline (Y), but the role of peer groups still plays a role in making a student disciplined in learning.

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