



THE INFLUENCE OF GADGET USE AND PEER ENVIRONMENT ON STUDENTS' INTEREST IN LEARNING MPLB SKILLS COMPETENCIES AT SMKN 25 JAKARTA

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Abstract (English)

This study aims to identify and analyze the effect of Gadget Use and Peer Environment on Learning Interest of MPLB Expertise Competency Students at SMKN 25 Jakarta. This study uses quantitative methods with a descriptive approach. The population in this study amounted to 144 with a sample of 108 respondents. The sampling technique used is probability sampling technique with reference to the sample table by Isaac and Michael with an error rate of 5%. The data collection method was carried out through a questionnaire with a Likert scale. The results of this study obtained the results of $F_{count} 37.789 > F_{table} 3.08$. then the results of the partial regression coefficient test (T test) on the gadget use variable obtained the results of $T_{hitung} 3.620 > T_{table} 1.982$ and the peer environment variable obtained the results of $T_{hitung} 5.753 > T_{table} 1.982$. Based on the simultaneous and partial test results, the gadget use variable (X1) and the peer environment (X2) have a positive and significant effect on learning interest (Y).

Abstrak (Indonesia)

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis pengaruh Penggunaan Gadget dan Lingkungan Teman Sebaya terhadap Minat Belajar Siswa Kompetensi Keahlian MPLB di SMKN 25 Jakarta. Penelitian ini menggunakan metode kuantitatif dengan pendekatan deskriptif. Populasi dalam penelitian ini berjumlah 144 dengan sampel sebanyak 108 responden. Teknik pengambilan sampel yang digunakan adalah teknik *probability sampling* dengan acuan tabel sampel oleh Isaac dan Michael dengan tingkat kesalahan 5%. Metode pengumpulan data dilakukan melalui kuesioner dengan skala *likert*. Hasil penelitian ini didapatkan hasil $F_{hitung} 37,789 > F_{tabel} 3.08$. kemudian hasil uji koefisien regresi parsial (uji T) pada variabel penggunaan gadget didapatkan hasil $T_{hitung} 3,620 > T_{tabel} 1,982$ dan variabel lingkungan teman sebaya didapatkan hasil $T_{hitung} 5,753 > T_{tabel} 1,982$. Berdasarkan hasil pengujian simultan dan parsial tersebut, variabel penggunaan gadget (X1) dan lingkungan teman sebaya (X2) berpengaruh positif dan signifikan terhadap minat belajar (Y).

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INTRODUCTION

Education plays an important role in the development and progress of a nation. A high level of education is inseparable from the quality of human resources. The quality of human resources is the main thing in nation building, because if the quality of human resources is high, it will facilitate nation building. Conversely, if the quality of human resources is low, it will certainly hinder the development of the nation.

To get good quality resources, it needs to be supported by an educational process that can increase student interest in learning. Because low interest in learning in students can be a serious challenge in the education process. In Oknaryana & Irfani (2022) states that interest in





learning is a desire, interest, excitement, tendency towards something without coercion from others. Interest has an important role in the learning process because if students have a high interest in learning, these students will focus their attention on learning without an order to learn so that they can get satisfaction themselves. Student learning outcomes will have a good impact if accompanied by high interest in learning. Conversely, if you do not have a high interest in learning, it will have an impact on poor learning outcomes.

Since the beginning of the COVID-19 pandemic, there have been major changes in education around the world that have impacted student interest in learning globally. Learning that was originally face-to-face has turned into distance or online. The new normal of distance education has changed the way students interact with their subject matter and classmates. Constraints in technology access and the instability of the learning environment have become major challenges for students, especially in less developed regions. It is not uncommon for students to complain about poorly understood material and the amount of assignments they receive. Online learning also makes students feel more bored because they do not meet their peers. This certainly affects students' interest in learning.

The use of gadgets is one of the factors that can affect learning interest. During the PKM at SMKN 25 Jakarta, researchers often saw students who could not be separated from their gadgets. Students were also seen occasionally opening social media when researchers were delivering learning materials. In accordance with research conducted by Raudhatul Jannah et al. (2023) which states that there is a significant influence between gadget use on student interest in learning. If the use of gadgets is not limited and not used wisely, it will interfere with the learning process so that it reduces students' interest in learning.

The peer environment has a very important role for students. Because if it is supported by a good environment, it will have a positive impact on the student learning process. Based on observations that researchers also make, researchers often find students who are easily divided in focus. There are students who look lazy in doing assignments but their friends continue to encourage these students to continue learning. In accordance with research conducted by Yuliyanti et al. (2020) that the peer environment has a positive and significant effect on the interest in learning of class XI students of SMK Negeri 1 Geger Madiun Regency. With the increasing quality of the peer environment, the interest in learning that each student has will also increase.

LITERATURE REVIEW

Interest in Learning

Learning interest is an expression of a person's interest or desire for the learning process or interaction in teaching-learning activities. It encompasses an individual's level of interest, enthusiasm and passion when dealing with subject matter or engagement in a particular learning activity. This shows that interest in learning is not only limited to focus on the subject matter, but also includes the level of involvement and enthusiasm shown in the learning process. According to Clayton Aldefer, interest in learning is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible learning outcomes (P, 2020). Which means that interest in learning is not only related to interest in subject matter, but also to internal motivation to achieve success and achievement in the learning process.





Interest in learning is a feeling of pleasure (like), happiness and interest in an activity or activity with no one asking or telling him. So, in this case, to find out how much student interest in learning can be seen from students' interest, attention and involvement in the learning process (Zebua & Harefa, 2022). Meanwhile, according to Ro'yun Zamzuri et al. (2022) interest in learning is an individual's tendency to have a sense of pleasure, encouragement to do activities towards learning activities carried out through training or experience.

The indicators of learning interest according to Kompri are a sense of pleasure, attention to learning, interesting learning material and interesting teacher attitudes then the benefits and functions of the subject (Raudhatul Jannah et al., 2023). Furthermore, there are indicators of learning interest according to Slameto, namely student attention, feelings of pleasure, student concentration, student awareness and student willingness (Oknaryana & Irfani, 2022). Meanwhile, in Fitri et al. (2022) explained that learning interest indicators consist of feelings of pleasure, student interest, student attention, and student involvement.

Gadget Use

The use of gadgets has become inseparable from today's lifestyle. Gadgets such as smartphones, laptops, computers, tablets and others have changed the way we communicate, work, and of course learn. According to Ma'ruf, a gadget is a small technological object (tool or electronic object) that has a special function, but is often associated with innovation or new goods (Raudhatul Jannah et al., 2023). The same thing is also explained in Pratama et al. (2023) that gadgets are electronic devices or tools with certain functions that have changed the way humans communicate by penetrating space and time. Then according to Iswidharmanjaya in Risnawati et al. (2022) states that a gadget is an electronic device or instrument that has practical purposes and functions to help human work. For example, gadgets can help students get information quickly and easily to help the learning process.

According to Rozalia cited in Saniyyah et al (2021) the positive impact of using gadgets is the development of imagination in students, training the student's brain work system so that it can increase intelligence function, increasing self-confidence in students when winning a game provided by gadgets, developing reading, counting, and finding solutions as problem solving. Explained in Habibah (2023) the negative impact of using gadgets is disturbing health, wasting time, arising laziness, decreasing religious norms and education.

According to Dewanti et al (2016: 4) in Raudhatul Jannah et al. (2023) there are indicators of gadget use, namely, knowing the functions and types of smartphone applications, being able to operate smartphones, utilizing functions and applications on smartphones, frequency of smartphone use.

Peer Environment

According to Chaplin in Alhafid & Nora (2020) peers or peers are friends of the same age, fellow, either legally or illegally. Someone, especially in this case students, will choose friends or friends of the same age, this is because a student with friends of the same age will interact and work together more easily. Meanwhile, according to Rita, peers are school friends or friends outside of school who influence the growth of conversation, interests, appearance, and behavior (Armi et al., 2022).

According to Slavin quoted in Asmara et al. (2021) the peer environment is an interaction with people who have similarities in age, social status, hobbies and the same thoughts, in interacting they will consider and prefer to join people who have similarities in





these matters. The same opinion is also expressed by Blazevic who says that peers are defined as a social group consisting of people with similar educational age or social status (Dwi Oktaviani & Perianto, 2022).

According to Ro'yun Zamzuri et al. (2022) there are 6 indicators on the peer environment variable, namely cooperation, competition, opposition, acceptance, conformity, and fusion. Then in Khairat (2023) it is explained that the indicators of the peer environment are as follows: Friends as a substitute for family, Providing mutual support, Interaction with friends, Influencing each other.

METHOD

This study uses a quantitative approach with a survey method. The population in this study were MPLB skill competency students at SMKN 25 Jakarta with a population of 144 students consisting of X and X1 grade students and a sample of 108 students. The data collection technique used was a questionnaire with Likert scale measurements. Data management and analysis in this study used the help of the IBM SPSS Statistic 26 program application.

RESULTS AND DISCUSSION

Normality Test

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		108
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,24767951
Most Extreme Differences	Absolute	,068
	Positive	,040
	Negative	-,068
Test Statistic		,068
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the table of normality test results above, it is known that the significance value of gadget use, peer environment, and learning interest is 0.200. The number $0.200 > 0.05$, so the three variables are declared normally distributed.





Linearity Test

Table 2. Linearity Test X1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Belajar * Penggunaan Gadget	Between Groups	(Combined)	5849,544	23	254,328	3,204	,000
		Linearity	2944,398	1	2944,398	37,091	,000
		Deviation from Linearity	2905,146	22	132,052	1,663	,051
	Within Groups		6668,113	84	79,382		
	Total		12517,657	107			

Based on the table above, it is known that the Deviation from Linearity value between the gadget use variable and the study interest variable is 0,051. This value > 0.05 , so it can be concluded that there is a linear relationship between the variable gadget use and interest in learning.

Table 3. Linearity Test X2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Belajar * Lingkungan Teman Sebaya	Between Groups	(Combined)	5878,800	24	244,950	3,062	,000
		Linearity	4330,819	1	4330,819	54,145	,000
		Deviation from Linearity	1547,981	23	67,304	,841	,671
	Within Groups		6638,857	83	79,986		
	Total		12517,657	107			

Based on the table above, it can be seen that the Deviation from Linearity value between the peer environment variable and interest in learning is 0.671. This value is > 0.05 , so it can be concluded that there is a linear relationship between the peer environment variable and the learning interest variable.





Multicollinearity Test

Table 4. Multicollinearity Test

		Coefficients ^a	
		Collinearity Statistics	
Model		Tolerance	VIF
1	Penggunaan Gadget	,835	1,197
	Lingkungan Teman Sebaya	,835	1,197

a. Dependent Variable: Minat Belajar

Based on the table above, that the Tolerance value of the independent variables studied, namely gadget use and peer environment, is $0.835 > 0.10$ and the VIF value is $1.197 < 10$. So it can be stated that there are no multicollinearity symptoms in this regression model.

Heteroscedasticity Test

Table 5. Heteroscedasticity Test

		Correlations		
		Penggunaan Gadget	Lingkungan Teman Sebaya	Unstandardized Residual
Spearman's rho	Penggunaan Gadget	Correlation Coefficient	1,000	,052
		Sig. (2-tailed)	.	,591
		N	108	108
	Lingkungan Teman Sebaya	Correlation Coefficient	,376**	,025
		Sig. (2-tailed)	,000	,794
		N	108	108
	Unstandardized Residual	Correlation Coefficient	,052	1,000
		Sig. (2-tailed)	,591	.
		N	108	108

Based on the data in the table above, it can be seen that the Sig. 2-Tailed from the gadget usage variable is 0.591, this value is > 0.05 . Sig value. 2-Tailed value of the peer environment variable is 0.794, this value is also > 0.05 . So it can be concluded that there are no symptoms of heteroscedasticity in this regression model.





Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients Beta	
		B	Std. Error		t
1	(Constant)	-13,821	10,429		-1,325
	Penggunaan Gadget	,601	,166	,295	3,620
	Lingkungan Teman Sebaya	,879	,153	,469	5,753
					Sig.
					,188
					,000
					,000

a. Dependent Variable: Minat Belajar

Multiple Linear Regression

Table 6. Multiple Linear Regression

Based on the data from the table above, the following is the multiple regression equation in this study:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = -13,821 + 0,601X_1 + 0,879X_2$$

The results of the regression equation above show the influence between the independent variables and the dependent variable individually. Obtained a constant value of -13.821. This shows that if the value of the independent variable is 0 (constant) then the dependent variable has a fixed value of -13.821.

T-Test

Based on the data from the table 6, it can be seen that the tcount value of the gadget use variable is 3.620 and the tcount value of the peer environment variable is 5.753. The t table value can be found through the t distribution table with the formula $t_{table} = (a/2; n-k-1)$ or $(0.025; 105)$ so that the t table value is 1.982. So it can be concluded that the gadget use variable and the peer environment variable partially have a significant effect on learning interest because the $t_{count} > t_{table}$ value.

F-Test

Table 7. F-Test
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5239,066	2	2619,533	37,789	,000 ^b
	Residual	7278,591	105	69,320		
	Total	12517,657	107			

a. Dependent Variable: Minat Belajar

b. Predictors: (Constant), Lingkungan Teman Sebaya, Penggunaan Gadget





Based on the data from the table above, it can be seen that the Fcount value is 37,789. For the Ftable value, you can find the percentage table of the F distribution with a probability of 0.05 using the formula $(k-1; n-k)$ or $(2; 105)$. Then the Ftable value is 3.08, so it can be interpreted that the use of gadgets and the peer environment has a significant effect on interest in learning simultaneously because $F_{count} > F_{table}$, namely $37,789 > 3.08$.

Determination Coefficient (R^2)

Table 8. Determination Coefficient (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,647 ^a	,419	,407	8,326

a. Predictors: (Constant), Lingkungan Teman Sebaya, Penggunaan Gadget

Based on the table above, the Adjusted R Square (R^2) value is 0.407. So it can be found that the effect of the variables of gadget use and peer environment on interest in learning is 0.407 or 40.7%. The percentage contributed by the variables of gadget use and peer environment in explaining the variable of interest in learning simultaneously is 40.7%, the remaining 59.3% is influenced by variables not examined in this study.

Discussion

The Effect of Gadget Use on Learning Interest of MPLB Expertise Competency Students at SMKN 25 Jakarta

Based on the calculation of the partial test (T test), the tcount value of gadget use is $3.620 > t_{table}$, namely 1.982. Based on this, it can be concluded that there is a positive and significant effect of gadget use on learning interest, so H_1 is accepted.

The results of this study indicate that the better the use of gadgets in learning by students, the better the student's interest in learning. This is in line with research conducted by Raudhatul Jannah et al. (2023) and Dwisahrah et al. (2020) which states that there is a positive and significant influence between the use of gadgets on learning interest.

The Effect of Peer Environment on Learning Interest of MPLB Expertise Competency Students at SMKN 25 Jakarta

Based on the calculation of the partial test (T test), the tcount value of the peer environment is $5.753 > t_{table}$, namely 1.982. Based on this, it can be concluded that there is a positive and significant influence of the peer environment on interest in learning, so H_2 is accepted.

The results of this study indicate that the more the quality of the peer environment that each individual has, the more interest in learning each student will have. This is in line with the opinion expressed by Yuliyanti et al., (2020), Dwi Oktaviani & Perianto (2022), and Sholehah (2022) that peer encouragement is given positive support, then the interest in learning obtained will be optimal. Conversely, if the peer support provided is negative support, the interest in learning obtained will be less than optimal.





The Effect of Gadget Use and Peer Environment on Learning Interest of MPLB Students at SMKN 25 Jakarta

Based on the calculation of the simultaneous test (F test), the Fcount value is $37.789 > 3.08$. This indicates that the use of gadgets and the peer environment simultaneously has a positive and significant effect on interest in learning, so H3 in this study is accepted. Based on the results of the coefficient of determination analysis which can be seen through the Model Summary table, the Adjusted R Square (R²) value is 0.407. So it can be concluded that the ability of the gadget use variable and the peer environment in explaining the interest in learning variable is 40.7% and the rest is influenced by variables not examined in this study.

With the results of the above calculations, it can be concluded that the use of gadgets and the environment of peers together can affect interest in learning. This is in line with research conducted by Erlin Wasa & Afian (2019) and Bilqis (2023) that there is a positive and significant influence between the variables of gadget use and peer environment on student interest in learning. The better the use of gadgets and the environment of peers, the better the student's interest in learning.

Conclusion

The use of gadgets positively and significantly affects learning interest. It can be interpreted that the better the use of gadgets by MPLB students, the more their interest in learning will increase.

Peer environment positively and significantly affects learning interest. It can be interpreted that the better the quality of the peer environment that MPLB students have, the more their interest in learning will increase.

The use of gadgets and peer environment simultaneously has a positive and significant effect on interest in learning. This means that the better the use of gadgets and the better the quality of the student's peer environment, the student's interest in learning will increase.

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