

Hubungan *Peer Pressure* Terhadap Kedisiplinan Belajar Pada Siswa Smp Muhammadiyah 1 Jember

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INTISARI

Kedisiplinan belajar ialah suatu sikap, tingkah laku dan perbuatan siswa untuk melakukan aktivitas belajar yang sesuai dengan keputusan-keputusan, peraturan dan norma-norma yang tertulis, maupun tidak tertulis antara siswa dan guru di sekolah maupun dengan orang tua di rumah untuk mendapatkan penguasaan pengetahuan, kecakapan maupun kebijakan (Melvin dan Surdin, 2017). Tujuan dari penelitian ini yaitu untuk mengetahui hubungan antara *peer pressure* dengan kedisiplinan belajar pada siswa SMP Muhammadiyah 1 Jember. Jenis penelitian yaitu kuantitatif korelasional. Populasi dalam penelitian ini sebanyak 110 siswa dengan jumlah sampel 84 siswa. Teknik pengambilan sampel *Simple Random Sampling* menggunakan absen kelas. Skala yang digunakan yaitu Skala *Peer Pressure* berdasarkan teori Clasen dan Brown (1987) yang diadaptasi dari penelitian Fatahilla (2022) dan Skala Kedisiplinan Belajar berdasarkan teori Arikunto (1993) yang diadaptasi dari penelitian Chalidinna (2023). Teknik yang digunakan yaitu Teknik analisis korelasi *Spearman's* dengan menggunakan program SPSS 24 for Windows. Hasil uji validitas Skala *Peer Pressure* terdapat 58 item valid dengan nilai *Cronbach's Alpha* sebesar 0.941 dan hasil uji validitas Skala Kedisiplinan Belajar terdapat 27 item valid dengan nilai *Cronbach's Alpha* sebesar 0.957. Hasil penelitian ini menunjukkan bahwa nilai *Sig. (2-tailed)* $0.285 > 0.05$. Artinya tidak terdapat hubungan yang signifikan antara variabel *peer pressure* (X) dengan variabel kedisiplinan belajar (Y). Dapat dilihat pula dari koefisien korelasinya sebesar $-0.118 \leq 0.01$ sehingga terdapat hubungan negatif yang signifikan antara *peer pressure* dengan kedisiplinan belajar siswa. Sehingga dapat dikatakan H_a ditolak dan H_0 diterima.

Kata Kunci: *Peer Pressure*, Kedisiplinan Belajar, Siswa

1. Peneliti
2. Dosen Pembimbing I
3. Dosen Pembimbing II

The Connection Peer Pressure Regarding Learning Discipline At the Students of Muhammadiyah 1 Jember Junior High School

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ABSTRACT

Discipline in learning is an attitude, behavior, and actions of students to carry out learning activities in accordance with decisions, regulations, and norms that are written or unwritten between students and teachers at school as well as with parents at home to achieve mastery of knowledge, skills, and wisdom (Melvin and Surdin, 2017). The purpose of this research is to determine the relationship between peer pressure and learning discipline among students of SMP Muhammadiyah 1 Jember. The type of research is correlational quantitative. The population in this study consists of 110 students with a sample size of 84 students. The sampling technique used is Simple Random Sampling based on class attendance. The scale used is the Peer Pressure Scale based on the theory of Clasen and Brown (1987), which is adapted from the research of Fatahilla (2022), and the Learning Discipline Scale based on the theory of Arikunto (1993), which is adapted from the research of Chalidinna (2023). The technique used is Spearman's correlation analysis using the SPSS 24 for Windows program. The validity test results of the Peer Pressure Scale show that there are 58 valid items with a Cronbach's Alpha value of 0.941, and the results of the validity test of the Learning Discipline Scale show that there are 27 valid items with a Cronbach's Alpha value of 0.957. The results of this study indicate that the Sig. value (2-tailed) is $0.285 > 0.05$. This means that there is no significant relationship between the peer pressure variable (X) and the learning discipline variable (Y). It can also be seen from the correlation coefficient of $-0.118 \leq 0.01$, indicating a significant negative relationship between peer pressure and students' learning discipline. Therefore, it can be concluded that H_a is rejected and H_0 is accepted.

Keywords: Peer Pressure, Learning Discipline, Students

1. Reseacher
2. Supervisor I
3. Supervisor II