

**THE INFLUENCE OF PEER COMMUNICATION ON STUDENTS' LEARNING INDEPENDENCE AT MTSN 3 KERINCI**Mirawati<sup>1</sup>, El Naqia Sari<sup>2</sup>, Syukron Saputra<sup>3</sup>, Iqbal Katrino<sup>4</sup>, Puput Yolanda<sup>5</sup>, Megi Vornika<sup>6</sup><sup>123456</sup> Kerinci State Islamic Institute, Indonesia**Corresponding Author:**

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**Abstract**

Peer communication is an important factor in supporting the development of student learning independence. At MTsN 3 Kerinci, students are still found to be less independent, such as not doing assignments and being less responsible, which is thought to be related to the quality of peer communication. This study aims to determine the effect of peer communication on student learning independence. This study uses a quantitative approach with an ex post facto type. The population is 260 students with a sample of 157 students determined using the Isaac and Michael table at a 5% error level. Data collection techniques use questionnaires and documentation, while data analysis is carried out through normality, linearity, multicollinearity, and heteroscedasticity tests. The results show that peer communication is in the high category with a percentage of 80.2%, and independence. The influence of peer communication on students' learning independence at MTsN 3 Kerinci was also tested using the SPSS version 25.00 application. The test results showed that the significance value of the peer communication variable was 0.041, which was smaller than 0.05 ( $0.041 < 0.05$ ), which means that the hypothesis ( $H_a$ ) stating that there was an influence of peer communication on students' learning independence at MTsN 3 Kerinci could be accepted.

**Keywords:** Peer Communication, Learning Independence, Education

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## INTRODUCTION

Communication is a crucial aspect of human life. Through communication, one's thoughts, feelings, and hopes can be conveyed to others. Human life is almost inseparable from communication (Nofrizal & Ferki Ahmad Marlion, 2025). Avoiding communication with others, their groups, or their environment is certain to harm oneself (Kurnia & Silvia, 2026). Communication is so important to humans that it is one of the determinants of success in life. Deddy Mulyana stated that people who do not communicate with others will certainly be "lost," as they will not be able to adapt well to their social environment (Risqi & Levina, 2026). Without engaging in communication, a person will not know how to eat, drink, speak like a human being, and treat others civilly, as these behavioral patterns must be learned through interaction with others, the essence of which is communication (Mulyana, 2001).

Everyone can share information with each other through communication (Choiratinnisa, 2022). Information about daily routines and current events can become topics of conversation during communication (Futri et al., 2026). Through communication, people gain knowledge about various things through information (Marlion et al., 2025). This knowledge helps everyone behave appropriately and appropriately in society (Nia Kurnia, 2018).

Communication is effective when supported by a communicator who possesses good credibility, attractiveness, and authority, and is able to structure messages clearly and easily understood (Hanif et al., 2022). Credibility as a factor in effective communication has been demonstrated by Kelman and Hovlan (Amanda et al., 2026). Through their research, they found that messages delivered by communicators with high credibility are more likely to be believed than the same messages delivered by communicators with low credibility (Rakhmat, 1996).

Muhammad Sayyid stated that every student has their own learning habits. A habit is the repetition of something continuously or most of the time in the same way without any rational connection (Reva Risky Ramadhani, 2026). It is also defined as something embedded in the soul from repeated occurrences and accepted habits (Refania, Julianti, et al., 2026). Habits play a vital role in our lives. Good habits indicate our level of adaptation and mental health. Good habits open up opportunities for adolescents to attain social standing, which gives them a sense of self-worth within social institutions (Alu Syaikh, 1987).

Bad study habits, namely not being persistent in studying, only studying after the exam is about to take place, playing truant, cheating, and looking for leaked exam questions are phenomena in the world of education, which in the context of the learning process, the negative symptoms that appear in students are the lack of independence in learning (Ferki Ahmad Marlion, 2017).

According to Wedemeyer, independent learning allows students the freedom to learn without having to attend class (F. A. Marlion & Dardiri, 2019). However, independent learning does not mean studying alone, and students are allowed to ask questions, discuss, or seek clarification from others (Nofrizal & Ferki Ahmad Marlion, 2025). Students must possess their own creativity and initiative and be able to work independently, guided by the guidance they receive (Rusman, 2013). Independent students are active, independent, creative, competent, and spontaneous (Mustari, 2017).

Previous research has shown a significant positive relationship between peer communication and learning independence, contributing 20.5%. This means that the higher the peer communication, the higher the independence in learning mathematics (Nanang Aria Sandika, 2024). These research findings are sufficient to demonstrate that the independent variable, in this case, peers, influences the dependent variable, namely student learning independence (Hanif et al., 2022). Other research also states that if communication between peers is harmonious, students will feel that they are very valuable, thus fostering positive attitudes and behaviors in children (Dinda Oktavia Berti, et al., 2024).

Based on the initial phenomenon surveyed by researchers at MTsN 3 Kerinci on March 2, 2021, regarding the variable of learning independence, it was found that some students still had difficulty completing assignments, did not complete homework, and were irresponsible. The description of student communication shows that student communication is quite varied, with some being good and some being less good.

For students who are less good, students tend to be unwilling to listen to parental advice, have a habit of speaking in a harsh tone when advised, and also display impolite body language. The presence of parents as communicators, along with low parental credibility, a lack of attraction, power, and a lack of ability to process communication messages, will result in ineffective communication. Conversely, if parents have good credibility, attraction, power and are able to manage messages in such a way, communication will be effective. The better the quality of these communication factors, the more they will be able to positively contribute to instilling character values, specifically student independence in learning.

## LITERATURE REVIEW

Etymologically, the term communication comes from Latin *communication* which means the similarity of meaning between the communicator and the communicant regarding something (Deddy Mulyana, 2001). In the terminological sense, communication is the process of conveying statements or messages from one person to another, either directly or through media, which involves interaction between humans (Irwanto, 1991). Peer communication specifically includes social interactions that occur in a peer environment, where the messages exchanged are intentional and have a specific purpose (Nofrizal et al., 2022). This process involves conveying thoughts or feelings such as beliefs, doubts, to passions that arise from the deepest heart. The effectiveness of this communication is highly dependent on the similarity of perception so that the messages sent can be received and interpreted correctly by the peer (Brendt D. Ruben, et al., 2013).

Evaluatively, peer communication can be analyzed using Harold D. Lasswell's formula, which includes five main elements: source (communicator), message, channel or medium, recipient, and effect. This communication method often involves symmetrical transactions, where each party strives to maintain equality and tends to mirror the behavior of the other party (Kusumajanti, 2025). Another important aspect is the relationship dimension, which shows how communication is carried out and the underlying ethics, such as in Islam which emphasizes the importance of communication ethics to ensure the process does not fail (Refania, Ahmad Marlion, et al., 2026). Real examples of this concept are classroom discussions or daily interactions between students that can build personal social relationships while increasing a positive atmosphere in the school environment.

Learning independence is defined as a state in which an individual is able to stand alone and not rely on the assistance of others in completing their tasks (F. A. Marlion et al., 2025). Psychologically, this concept is a learning activity driven by the learner's own will, choice, and sense of full responsibility, not by external pressure or coercion. This independence is an internal strength acquired through the process of individuation, namely a journey towards self-realization and the improvement of competence. In the context of education, independent learning emphasizes relatively stable behavioral changes as a result of the individual's effort, practice, and personal experience (Santrock, 2003). Thus, students become the primary controllers of their learning activities in order to achieve specifically set learning goals.

Evaluation of independent learning involves various aspects, such as the ability to set goals, select learning resources, and conduct objective self-evaluation. There are several levels of independence, ranging from self-awareness, which allows for alternative thinking, to conscientiousness, which acts on internal values, to independence, which maintains a realistic

outlook on life (F. A. dan T. Y. W. Marlion, 2019). Influencing factors include internal factors such as moral discipline and motivation, as well as external factors such as parenting styles and the school's educational system. Examples of behaviors of students with high levels of independence include a preference for learning methods, *problem-centered learning* rather than just listening to lectures, and actively seeking solutions to questions that arise based on their own experiences.

Education, particularly character education, is defined as a system of instilling behavioral values in school members, encompassing knowledge, awareness, and concrete actions. According to Marzuki, education is a process that leads students to understand and internalize noble values in their daily behavior (Muslich, Mansur, 2011). Broadly speaking, education is not simply about teaching what is right and wrong, but rather about dynamically nurturing personality so that individuals are able to overcome their own self-determination toward perfection (Ferki Ahmad Marlion et al., 2021). Education also functions as an experiential process in which students experience the values of life, religion, and morals through consistent role models and practices. The ultimate goal is to shape a complete human being, *perfect human being* which makes a positive contribution to its environment (Wulan Kurnia et al., 2026).

Evaluatively, education can be categorized based on nine pillars of character, such as honesty, independence, responsibility, tolerance, and peace. The method used in this process involves three main stages: *knowing good things* (cognitive aspect), *feel good* (affective aspect), and *act well* (psychomotor aspect) (Ferki Ahmad Marlion & Ahmad Dardiri, 2019). The role of the teacher is crucial in this method, where the teacher acts not only as a teacher, but also as an educator, guide, and facilitator who creates a conducive learning environment. Examples of the implementation of this concept in schools include the integration of character values in the Lesson Implementation Plan (RPP) and the application of discipline through routine activities such as consistent prayer or group discussions that foster cooperation.

Some previous studies related to the research conducted by the researcher are as follows: Ramdhan Witarsa, in his research entitled "The Influence of Initiative Behavior on Early Childhood Academic Success," concluded that self-regulation in children does not affect academic outcomes for those transitioning to formal school from preschool. Furthermore, children who are good at self-regulation will experience greater academic success than those who are less self-regulated in elementary school. The difference between this research and the research conducted is that the difference between this research and the research conducted is in the variables studied, where the research conducted by Ramdhan Witarsa used the variable of Initiative Behavior on Early Childhood Academic Success, while the research conducted in this study used the variable of parental communication on learning initiatives and students' self-confidence in mathematics learning.

Research conducted by Mirawati with the research title Implementation of Hard Work Character in Mathematics Learning at Madrasah Ibtidaiyah No. 30/E.3 Koto Petai. Focus of Character Education Study, Islamic Religious Education study program, Postgraduate Program of State Islamic Institute (IAIN) Kerinci, 2018. This study aims to determine how the implementation of the character of hard work in mathematics learning at Madrasah Ibtidaiyah No. 30/E.3 Koto Petai, with research questions: (1) to determine the mathematics learning model implemented at Madrasah Ibtidaiyah No. 30/E.3 Koto Petai. (2) to determine the form of implementation of the character of hard work in mathematics learning at Madrasah Ibtidaiyah No. 30/E.3 Koto Petai. (3) to determine the factors that support mathematics educators in implementing the character of hard work in mathematics learning at Madrasah Ibtidaiyah No. 30/E.3 Koto Petai. (4) to determine what are the obstacles and solutions in implementing the character of hard work in mathematics learning.

This study uses qualitative research with research informants, namely the head of the madrasah, teachers, and students of Madrasah Ibtidaiyah No. 30/E Koto Petai. The results of this study are the implementation of the character of hard work

Vornika, Megi. (2026). Implementation of the sociodrama method (role playing) in history learning to enhance students' self-confidence of grade XI social science students at SMA Negeri 2 Sungai Penuh, Jambi Province. *Innovative: Journal of Social Science Research*, 6(1), 184–208. This study focuses on the implementation of the sociodrama method in teaching Indonesian History and Specialization History, as well as its role in enhancing students' self-confidence among eleventh-grade social science students at SMA Negeri 2 Kota Sungai Penuh. In addition, this study examines students' responses and learning experiences within instructional activities integrated with the *Projek Penguatan Profil Pelajar Pancasila* (P5) and the deep learning approach.

## RESEARCH METHOD

This research uses this type of research after the fact. According to the meaning after the fact, namely "from what is done after the fact", then this research is called post-event research (Sugiyono, 2013). This research is also often called after the fact and there are also studies that call it a retrospective study or retrieval studies (Sugiono, 2015). According to Kerlinger, a more formal definition of research is provided.

The location of this research is MTsN 3 Kerinci which is located in Semerah Village, Tanah Cogok District, Kerinci Regency. This research location was chosen because in general, students at MTsN 3 Kerinci are children whose parents are outside the area, unlike other schools in Kerinci Regency, so it is interesting to see the extent to which students' learning independence, which is the dependent variable in this study, is influenced by parental communication variables.

The population in this study was students of MTsN 3 Kerinci, totaling 260 people, consisting of 62 students from class VII, 71 students from class VIII, and 127 students from class IX. The sample size was taken using a table. Isaac And Michael with a 5% error rate, resulting in a sample size of 157 from a population of 260. The data collection techniques in this study used: Questionnaires, Documentation. This study used four instruments, namely peer communication questionnaires. The data analysis techniques used in this study were normality tests, multicollinearity test, autocorrelation test, heteroscedasticity test.

## RESULTS AND DISCUSSION

### RESULTS

Based on the results of 157 respondents who provided answers to the distributed questionnaire, it was found that respondents who answered with a value gradation of number 4 were the dominant answers, namely 2,574 answers or 71% of the existing answers, while answers with a gradation of number 1 were answers that were not given at all by respondents.

Based on the statement items that were answered dominantly by respondents from the teacher communication variable, namely statement items number 21 and 23 which stated that most students considered that "My friend reminded me not to insult other people" and "My friend advised me to always be kind to others", this result is proven by 90% answering with answers on the value gradation of 4 or 142 students out of 157 students who were respondents.

Furthermore, the continuity can be explained as follows:

|             |                             |
|-------------|-----------------------------|
| Num         | One hundred and fifty seven |
| ber         | (157) people                |
| of          |                             |
| respondents |                             |

| Maximum index value                  | Maximum value | Number of respondents X number of statements X maximum score (157 X 23 X 5) = 18.055 |
|--------------------------------------|---------------|--------------------------------------------------------------------------------------|
| Minimum index value                  | Minimum value | Number of respondents X number of statements X minimum score (157 X 23 X 1) = 3,611  |
| Total for answers with a score of 5  |               | = 5x157x23 = 18.055                                                                  |
| Total for answers with a score of 4  |               | = 4x157x23 = 14.444                                                                  |
| Total for answers with a score of 3  |               | = 3x157x23 = 10.833                                                                  |
| Total for answers with a score of 2  |               | = 2x157x23 = 7.222                                                                   |
| Number for answers with a score of 1 |               | = 1x157 x23= 3.611                                                                   |

Based on the table above, it is known that the values obtained from respondents' answers from 23 statements with 157 respondents, the total number of which is as follows:

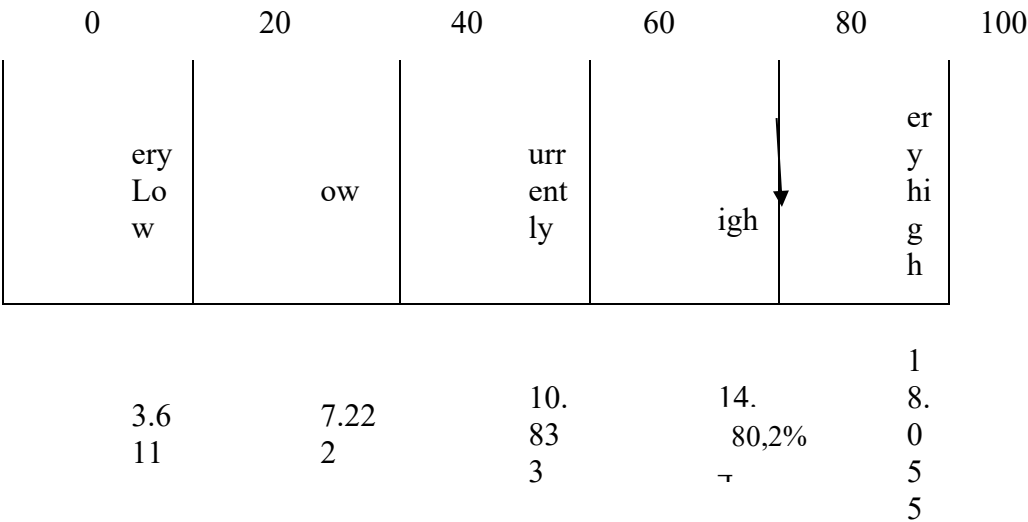
|                                  |                       |
|----------------------------------|-----------------------|
| Total of 567 with score 5        | = 518 x 5 = 2.835     |
| Total of 2,574 with a score of 4 | = 2. 574 x 4 = 10.296 |
| Total of 418 with a score of 3   | = 418 x 3 = 1.254     |
| The sum of 52 with a score of 2  | = 52 x 2 = 104        |
| The sum of 0 with a score of 1   | = 0 x 1 = 0           |

Total = 3,611 14,489

With the overall percentage being =14.489 x 100 = 80,2

18.055

In terms of continuity, it can be seen as follows:



From the continuum line above, it shows that the respondent's answer score is 14,489 or 80.2% located in the interval of 80 with 100 positions in the very high interval category, meaning that the peer communication variable at MTsN 3 Kerinci is in the very high category.

Based on the normality test as in the table above, it is known that asymptotic significance is 0.200 which is greater than 0.005, so it can be concluded that the data is normally distributed.

Then the value deviation from linearity The calculated F is 1.687, which is smaller than the F table of 2.66, so it can be concluded that there is a significant linear relationship between the peer variable and student learning independence. And from the test results through VIF on the results output SPSS table coefficients obtained for each independent variable, namely peer communication, has a VIF of 1.115 with a value tolerance 0.897, this means that each independent variable has a VIF value of no more than 10 and a VIF value of no more than 10. tolerance not less than 0.1, thus it can be concluded that there is no multicollinearity between the independent variables.

The influence of peer communication on students' learning independence at MTsN 3 Kerinci was also tested using the SPSS version 25.00 application. The test results showed that the significance value of the peer communication variable was 0.041, which was smaller than 0.05 ( $0.041 < 0.05$ ), which means that the hypothesis ( $H_a$ ) which states that there is an influence of peer communication on students' learning independence at MTsN 3 Kerinci can be accepted.

## DISCUSSION

The results of the study indicate that peer communication has a significant influence on student learning independence at MTsN 3 Kerinci, as evidenced by a significance value of 0.041, which is smaller than 0.05. This finding confirms that the quality of social interaction between students is not just an ordinary social phenomenon, but an important factor contributing to the formation of independent learning behavior. Thus, peer communication can be positioned as a variable that has a strategic role in the educational process, especially in shaping student character and independence.

Empirically, the results of this study show that the level of peer communication is in the very high category (80.2%). This indicates that students have a good level of interaction with their peers. This high level of communication is reflected in the behavior of reminding, advising, and encouraging each other to behave positively (Kamaluddin, Ferki Ahmad Marlion, Nurlaila, Amelia, 2023). This condition creates a conducive social environment for the growth of independent learning (Santrock, 2011).

From the perspective of interpersonal communication theory, these findings align with the concept proposed by DeVito, who emphasizes the importance of five key aspects of effective communication: openness, empathy, support, positivity, and equality (DeVito, 2016). Such a communication environment allows students to be more confident in expressing opinions, asking questions, and discussing, which ultimately encourages the development of independent learning.

In addition, from the perspective of educational psychology, learning independence is part of the concept self-regulated learning, namely students' ability to plan, monitor, and evaluate their own learning process (Yusuf, 2012). In this context, peer communication acts as an external factor that strengthens students' self-regulation (Kamaluddin, Marlion, et al., 2023). Through interaction with peers, students can exchange learning strategies and increase their learning motivation (Wijayanti et al., 2022).

The findings of this study are also relevant to Bandura's social learning theory, which states that individuals learn through observation and imitation of models around them

(Kamaluddin, Ferki Ahmad Marlion, Nurlaila Nurlaila, Amelia Amelia, Lathifah Al Husna, Hamidah Fitri, 2023). Peers serve as significant role models for students, allowing positive learning behaviors to be imitated and internalized within them.

Furthermore, peer influence is very strong during adolescence, as students are at a stage of social development that requires recognition from their group (Yusuf, 2012). Therefore, positive communication between peers will establish group norms that support students' independent learning.

From a communication perspective, the effectiveness of the message conveyed during an interaction also determines its success. Messages delivered clearly and engagingly are more easily received and understood by the recipient (Schramm, 1974). This reinforces the idea that effective peer communication will positively impact student learning behavior.

Furthermore, effective communication is also influenced by the communicator's credibility. Individuals with high credibility are more likely to influence others than those with low credibility (Rakhmat, 1996). In this context, peers perceived as having better abilities or achievements will be more influential in shaping other students' learning independence.

The results of this study also align with previous research showing the influence of peer communication on student learning independence (Nanang, 2024). Furthermore, peer interaction has also been shown to influence student learning interest, which ultimately impacts learning independence (Berti et al., 2024).

From an Islamic educational perspective, peer-to-peer communication also has moral and spiritual dimensions (Kamaluddin, Ferki Ahmad Marlion, et al., 2023). Good interactions between students reflect the moral values taught in Islam, such as advising each other on good deeds and maintaining harmonious social relationships (Khon, 2014). This demonstrates that communication impacts not only academics but also student character development (Kamaluddin et al., 2024).

Furthermore, habits formed through social interactions also play a vital role in an individual's life. Good habits support positive personality development, including independent learning (Alu Syaikh, 1987). Therefore, positive peer communication can foster good learning habits in students.

From an educational perspective, communication is an integral part of the learning process (Kamaluddin et al., 2022). Without effective communication, knowledge transfer will not proceed optimally (Mulyana, 2001). Therefore, peer communication can complement communication between teachers and students in the learning process.

The implication of this research is the need for more targeted management of communication between students. Teachers can facilitate positive interactions through various learning methods such as group discussions and cooperative learning (Rusman, 2013). Thus, peer communication can be optimally utilized to enhance student learning independence.

Overall, the results of this study confirm that peer communication is a significant factor in enhancing students' learning independence. Effective communication creates a conducive learning environment, enabling students to develop into independent and responsible individuals.

## CONCLUSION

There is a positive and significant influence between peer communication on the learning independence of MTsN 3 Kerinci students as evidenced by the significance value of the peer communication variable of 0.041 which is smaller than 0.05 ( $0.041 < 0.05$ ) which means the hypothesis ( $H_a$ ) which states that there is an influence of peer communication on the learning

independence of students at MTsN 3 Kerinci can be accepted. That the Prophet Muhammad said, "Indeed, the parable of associating with pious friends and naughty friends is like being friends with a musk carrier and a fire blower."

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