

THE EFFECT OF PEER INTERACTION AND PARENTAL ATTENTION ON STUDENTS' SOCIAL STUDY ACHIEVEMENT AT STATE MIDDLE SCHOOL 6, KEBUMEN

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Abstract

This study aims to determine whether or not there is an influence of peer interaction and parental attention on the social studies learning achievement of students of SMP Negeri 6 Kebumen. This type of research is descriptive analysis with a quantitative approach. The subjects of this study included all 848 students of SMP Negeri 6 Kebumen. Data collection techniques were carried out using questionnaires and documentation. The prerequisite test for data analysis used normality test, linearity test, multicollinearity test, while the hypothesis test used multiple linear regression technique with F test. The results of the study showed that (1) there is a significant positive influence of peer interaction on the social studies learning achievement of students of SMP Negeri 6 Kebumen which is in the high category of 65%. (2) There is a significant negative influence of parental attention on the social studies learning achievement of students of SMP Negeri 6 Kebumen which is in the high category of 77%. (3) There is a significant positive influence of peer interaction and parental attention together on the social studies learning achievement of students of SMP Negeri 6 Kebumen which is in the complete category of 97% with an average value of 78.40.

Keywords: *peer interaction, parental attention, social studies learning achievement*

INTRODUCTION

Academic achievement is a crucial aspect of academics. It is considered a performance outcome that demonstrates a person's level of understanding and acquisition of knowledge. In the academic realm, academic achievement serves as a benchmark or measure of students' success in learning. One indicator of educational success can be seen through student achievement, which allows us to identify students as intelligent, average, or slow learners (Sausan et al., 2016: 87). Academic achievement can also be defined as the outcome of a series of physical and mental activities undertaken by an individual, reflecting changes in experience and insight across the cognitive, affective, and psychomotor domains. Learning outcomes can be expressed in final grades or report cards (Syafi'i et al., 2018: 122). Student achievement varies from high, moderate, to low. These differences in achievement are influenced by various related factors. Factors influencing student achievement are divided into internal and external factors (Wahyudi & Nurhayati, 2016: 578). First, internal factors refer to students' physical and mental condition. Some of these factors include analytical skills, memory, intellectual intelligence, mathematical ability, study habits, and learning motivation.

Second, external factors, namely the conditions of the student's environment. External factors are influenced by peer interactions and parenting patterns in the form of parental attention. Peers are an environment that can influence students, especially when they are at school. Peer interaction can also be defined as relationships in a small group with an average age of approximately the same. Sari & Renggani (2018: 63) argue that peers influence children's learning discipline. Therefore, intensive interpersonal closeness between individuals among peers can influence students' thought patterns, behavior, and academic achievement. In addition, intense peer interactions between friends and within student-teacher relationships stimulate children's critical thinking and problem-solving skills. Based on the results of research by Rabiati & Hutasuht (2018: 120), it is explained that there is a positive and significant influence in the peer environment on academic achievement. In addition to peer interactions, parental attention also influences student achievement. Parenting styles within the family environment, particularly parental attention, are a factor that influences student achievement. As children's first socialization agents, parents play a crucial role in

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creating a conducive learning environment. Parental attention can influence a child's learning process, which in turn impacts academic achievement. Research by Prabasari & Subowo (2017: 557) found that parenting styles have a positive and significant impact on student achievement. There are many things parents can do to support their children's academic achievement. Casmini (2007: 47) mentions several things that require parental attention in meeting students' academic achievement needs, including their physical, psychological, and social needs. Parental attention in the form of fulfilling students' learning needs can encourage success in their academic achievement. Therefore, the existence of peer interaction and good parental attention can have an impact on student academic achievement, including in social studies. Social studies is a subject that examines society, social systems, geographical conditions, and various theoretical social science studies. Researchers were interested in proving this theory at SMP Negeri 6 Kebumen, one of the junior high schools in the district with A accreditation. Schools with A accreditation are said to have good assessment standards for their students. Judging from the final exam (UAS) score data for Social Studies subjects of Class VII-IX of SMP Negeri 6 Kebumen in 2024/2025, the results of social studies learning achievement vary. Class VII has an average score of 62.2 with a Minimum Completion (KKM) score of 70. Class VIII has an average score of 72.8 with a Minimum Completion (KKM) score of 70. Class IX has an average score of 81 with a Minimum Completion (KKM) score of 70. Meanwhile, the Minimum Completion (KKM) score for Social Studies subjects of SMP Negeri 6 Kebumen in 2024/2025 is 70. From the final exam (UAS) score data for Social Studies subjects, it can be said that the average score for class VII is below the Minimum Completion (KKM).

Interaction patterns among students at SMP Negeri 6 Kebumen are divided into two forms: positive and negative. An example of a positive interaction pattern at the junior high school is the closeness between students that allows them to help each other with personal problems. However, student closeness also has a negative impact on cooperation patterns when working on assignments and exams. According to data from the Student Needs Questionnaire Application for Class 9D SMP Negeri 6 Kebumen from the Guidance and Counseling (BK) Teacher's Notes, 1.88% of 10 respondents were still cheating among themselves. Then, several examples of interaction patterns of students of SMP N 6 Kebumen with their parents based on Individual Counseling Notes of BK Teachers of Class VIII-IX SMP Negeri 6 Kebumen include providing supervision of children's learning, providing facilities, and paying attention to children's learning success. Examples of negative interaction patterns of parents towards students of SMP N 6 Kebumen include not providing cellphones and internet quotas for learning and not really caring about children's study schedules. This certainly disrupts students in following lessons and lacks parental guidance. Based on the background description above, the researcher is interested in conducting a study entitled "The Effect of Peer Interaction and Parental Attention on Social Studies Learning Achievement of Students at SMP Negeri 6 Kebumen." This study is expected to prove the validity of the theory. The study is also expected to determine whether there is a relationship between parental attention and peer interaction on learning achievement in social studies.

RESEARCH METHODS

Types of research

In this study, the author conducted quantitative research using correlational research methods. This type of research aligns with the research the researcher will conduct to determine the relationship or influence of two variables: peer interaction and parental attention on student achievement.

Time and Place of Research

This research was conducted at SMP Negeri 6 Kebumen, located in Sumberadi Village, Kebumen District, Kebumen Regency, Central Java, from April to July 2025.

Target/Research Subject

The target (subject) of this research is all students of SMP Negeri 6 Kebumen in the 2024/2025 academic year, totaling 848 students divided into 24 classes.

Data, Instruments, and Data Collection Techniques

The primary data source was all students of SMP Negeri 6 Kebumen in the 2021/2022 academic year. Secondary data sources were supporting data obtained through various documents such as news (newspapers), the internet, and other sources. The data collection techniques for this study used questionnaires and documentation.

Data Analysis Techniques

The data analysis technique used in this study is descriptive analysis. This analysis technique displays data from each studied variable in the form of the mean, median, mode, and standard deviation, which are used to determine

the correlation between the independent variables and the dependent variable. Descriptive analysis is a statistic used to analyze data by describing it (Sugiyono, 2014: 14).

RESEARCH RESULTS AND DISCUSSION

Research result

The subjects of this study were students who took the Social Studies (IPS) subject at SMP N 6 Kebumen. The variables of this study consisted of two independent variables, namely peer interaction and parental attention and one dependent variable, namely academic achievement. This study aimed to determine the effect of peer interaction and parental attention on the social studies learning achievement of students at SMP Negeri 6 Kebumen. The results of this study were analyzed using descriptive analysis by presenting data from each research variable consisting of the mean or average value (M), the highest or maximum score, the lowest or minimum score and the standard deviation value (SD). In addition, data in the form of frequency distribution table data, histograms, and pie charts were presented through a discussion of each research variable as follows:

1. Peer Interaction

Data related to peer interaction was obtained through a questionnaire that has been responded to by respondents by selecting one of the available alternative answers according to the actual situation. Based on the data obtained from 212 people as respondents using SPSS version 24 software, the peer interaction variable obtained data including the highest score (max) of 72, the lowest score (min) of 35, the Mean value (M) of 52.41, the Median value (Me) of 52, the Mode value (Mo) of 51 and the Standard Deviation (SD) of 6.989. The conclusion from the following data is that the X1 data is evenly distributed because the mean value is greater than the standard deviation value, so it is interpreted as having low data deviation.

The process of calculating the frequency distribution consists of the following three calculations:

a. Interval Class (K)

Given: the value of $n = 212$

Formula: Class interval = $1 + 3.3 (\log \text{ of } n)$

Answer: $K = 1 + 3.3 (\log 212)$

$$K = 1 + 3.3 (2.33)$$

$$K = 1 + 7.66$$

$$K = 8.66 = 9 \text{ (rounded)}$$

b. Data Range (R)

Given: $X_{\max} = 72$

$$X_{\min} = 35$$

Formula: Data Range = $X_{\max} - X_{\min}$

Answer: $R = 72 - 35$

$$R = 37$$

c. Class Length (P)

Given: $R = 37$

$$K = 8.66$$

Formula: Class Length = R / K

Answer: $P = 37 / 8.66$

$$P = 4.27 = 4 \text{ (rounded)}$$

Based on the data calculations above, the distribution of peer interaction variable data can be seen in the following table:

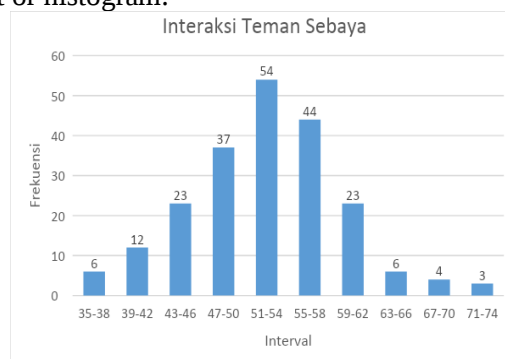
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Table1. Distribution of Peer Interaction Variable Data

No.	Interval	Upper Limit	Lower Limit	Frequency	Percentage
1.	35 – 38	34.5	38.5	6	3%
2.	39 – 42	38.5	42.5	12	6%
3.	43 – 46	42.5	46.5	23	11%
4.	47 – 50	46.5	50.5	37	17%
5.	51 – 54	50.5	54.5	54	25%
6.	55 – 58	54.5	58.5	44	21%
7.	59 – 62	58.5	62.5	23	11%
8.	63 – 66	62.5	66.5	6	3%
9.	67 – 70	66.5	70.5	4	2%
10.	71 – 74	70.5	74.5	3	1%
Amount				212	100%

Based on the description of the table above, the distribution of frequency data for peer interaction variables can be integrated in the following bar chart or histogram:



Picture1. Histogram of Peer Interaction Frequency Data
Source: Primary data processed by researchers

In the previous table and histogram, describing the distribution of variable frequency data has ten intervals. The highest to lowest scores in order include: (1) Interval 35-38 there are 6 students with a percentage of 3%; (2) Interval 39-42 there are 12 students with a percentage of 6%; (3) Interval 43-46 there are 23 students with a percentage of 11%; (4) Interval 47-50 there are 37 students with a percentage of 17%; (5) Interval 51-54 there are 54 students with a percentage of 25%; (6) Interval 55-58 there are 44 students with a percentage of 21%; (7) Interval 59-62 there are 23 students with a percentage of 11%; (8) Interval 63-66 there are 6 students with a percentage of 3%; (9) Interval 67-70 there are 4 students with a percentage of 2%; and (10) Interval 71-74 there are 3 students with a percentage of 1%. The peer interaction variable uses a research instrument with 20 questions, so that the Xmax value and the Xmin value can be known respectively (multiplied by 4 and 1) of 80 and 20. Then, the tendency of the peer interaction variable category can be identified by calculating the ideal mean value and ideal standard deviation with the following calculations:

a. Mean Ideal (M_i)

Given: $X_{\max} = 80$

$X_{\min} = 20$

Formula: $M_i = \frac{1}{2} (X_{\text{maximum}} + X_{\text{minimum}})$

Answer: $M_i = \frac{1}{2} (80 + 20)$

$M_i = \frac{1}{2} (100)$

$M_i = 50$

b. Ideal Standard Deviation (SD_i)

Given: $X_{\max} = 80$, $X_{\min} = 20$

Formula: $SD_i = \frac{1}{6} (X_{\text{maximum}} - X_{\text{minimum}})$

Answer: $SD_i = \frac{1}{6} (80 - 20)$

$SD_i = \frac{1}{6} (60)$

$SD_i = 10$

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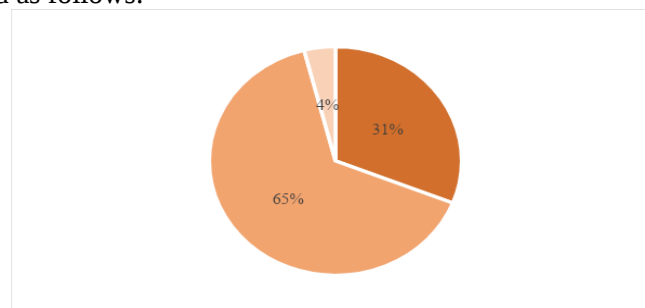
Based on the calculations above, the tendency of the distribution of frequency data for peer interaction variables can be observed in the following table:

Table2. Peer Interaction Frequency Data Distribution Trends

No.	Formula	Frequency	Percentage	Category
1.	$X < Mi - 1.5 S_{di}$	0	0%	Very low
	$X < 35$			
2.	$Mi - 1.5 S_{Di} \leq X < Mi$	65	31%	Low
	$35 \leq X < 50$			
3.	$Mi \leq X < Mi + 1.5 S_{Di}$	138	65%	Tall
	$50 \leq X < 65$			
4.	$Mi + 1.5 S_{Di} \leq X$	9	4%	Very high
	$65 \leq X$			
Amount		212	100%	

Source: Primary data processed by researchers

The table shows that there are 9 in the very high category with a percentage of 4%, 138 in the high category with a percentage of 65%, 65 in the low category with a percentage of 31%, and 0 in the very low category with a percentage of 0%. This can be concluded that the peer interaction variable is included in the high category with a percentage of 65%. Based on the distribution data of the frequency tendencies of the peer interaction variables above, the Pie Chart can be described as follows:



Picture2. Pie chart of distribution of peer interaction tendencies

Source: Primary data processed by researchers

2. Parental Attention

Data related to parental attention was obtained through a questionnaire that had been responded to by respondents by selecting one of the available alternative answers according to the actual situation. Based on the data obtained from 212 people as respondents using SPSS version 24 software, the parental attention variable obtained data including the highest score (max) of 69, the lowest score (min) of 43, the Mean value (M) of 54.64, the Median value (Me) of 54, the Mode value (Mo) of 49 and the Standard Deviation (SD) of 5.742. The conclusion from the following data is that the X2 data is evenly distributed because the mean value is greater than the standard deviation value, so it is interpreted as having low data deviation.

The process of calculating the frequency distribution consists of the following three calculations:

a. Interval Class (K)

Given: the value of $n = 212$

Formula: Class interval = $1 + 3.3 (\logarithm \text{ of } n)$

Answer: $K = 1 + 3.3 (\log 212)$

$K = 1 + 3.3 (2.33)$

$K = 1 + 7.66$

$K = 8.66 = 9 \text{ (rounded)}$

Data Range (R)

Given: $X_{max} = 69$

$X_{min} = 43$

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Formula: Data Range = $X_{\max} - X_{\min}$

Answer: $R = 69 - 43$

$R = 26$

b. Class Length (P)

Given: $R = 26$

$K = 8.66$

Formula: Class Length = R / K

Answer: $P = 26 / 8.66$

$P = 3.002 = 3$ (rounded)

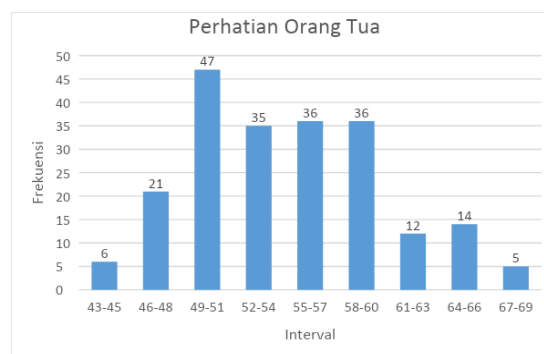
Based on the data calculations above, the distribution of parental attention variable data can be seen in the following table:

Table3. Distribution of Parental Attention Variable Data

No.	Interval	Upper Limit	Lower Limit	Frequency	Percentage
1.	43 – 45	42.5	45.5	6	3%
2.	46 – 48	45.5	48.5	21	10%
3.	49 – 51	48.5	51.5	47	22%
4.	52 – 54	51.5	54.5	35	16%
5.	55 – 57	54.5	57.5	36	17%
6.	58 – 60	57.5	60.5	36	17%
7.	61 – 63	60.5	63.5	12	6%
8.	64 – 66	63.5	66.5	14	7%
9.	67 – 69	66.5	69.5	5	2%
Amount		212		100%	

Source: Processed primary data

Based on the description above, the distribution of frequency data for the parental attention variable can be integrated in the following bar chart or histogram:



Picture3. Histogram of Parental Attention

Source: Processed primary data

Based on the previous table and histogram, describing the distribution of variable frequency data has nine intervals. The highest to lowest scores in order include: (1) Interval 43-45 there are 6 students with a percentage of 3%; (2) Interval 46-48 there are 21 students with a percentage of 10%; (3) Interval 49-51 there are 47 students with a percentage of 22%; (4) Interval 52-54 there are 35 students with a percentage of 16%; (5) Interval 55-57 there are 36 students with a percentage of 17%; (6) Interval 58-60 there are 36 students with a percentage of 17%; (7) Interval 61-63 there are 12 students with a percentage of 6%; (8) Interval 64-66 there are 14 students with a percentage of 7%; and (9) Interval 67-70 there are 5 students with a percentage of 2%. The parental attention variable uses a research instrument with 19 questions, so that the $X_{\max}$ and $X_{\min}$ values can be known respectively (multiplied by 4 and 1) of 76 and 19. Then, the tendency of the parental attention variable category can be identified through the calculation of the ideal mean value (M_i) and ideal standard deviation (SD_i) with the following calculations:

a. Mean Ideal (M_i)

Given: $X_{\max} = 76$

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$$X_{\min} = 19$$

$$\text{Formula: } M_i = \frac{1}{2} (X_{\text{maximum}} + X_{\text{minimum}})$$

$$\text{Answer: } M_i = \frac{1}{2} (76 + 19)$$

$$M_i = \frac{1}{2} (95)$$

$$M_i = 47.5$$

b. Ideal Standard Deviation (SD_i)

$$\text{Given: } X_{\max} = 76$$

$$X_{\min} = 19$$

$$\text{Formula: } SD_i = \frac{1}{6} (X_{\text{maximum}} - X_{\text{minimum}})$$

$$\text{Answer: } SD_i = \frac{1}{6} (76 - 19)$$

$$SD_i = \frac{1}{6} (57)$$

$$SD_i = 9.5$$

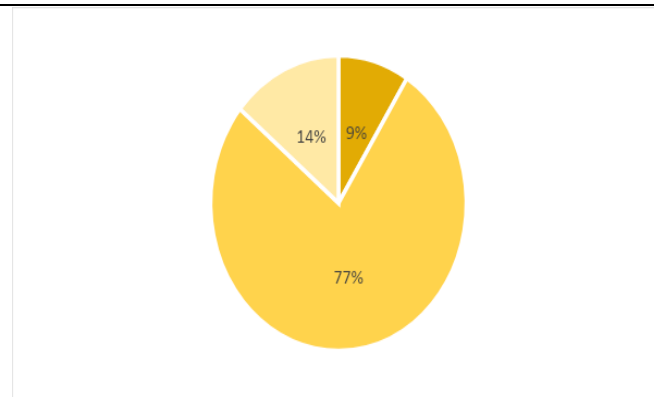
Based on the calculations above, the tendency of the distribution of frequency data for the parental attention variable can be observed in the following table:

Table4. Distribution of Frequency Data on Parental Attention Variables

No.	Formula	Frequency	Percentage	Category
1.	$X < M_i - 1.5 SD_i$	0	0%	Very low
	$X < 33.25$			
2.	$M_i - 1.5 SD_i \leq X < M_i$	20	9%	Low
	$33.25 \leq X < 47.5$			
3.	$M_i \leq X < M_i + 1.5 SD_i$	163	77%	Tall
	$47.5 \leq X < 61.75$			
4.	$M_i + 1.5 SD_i \leq X$	29	14%	Very high
	$61.75 \leq X$			
Amount		212	100%	

Source: Processed primary data

The table data shows that there are 29 in the very high category with a percentage of 14%, a high category with a percentage of 163, a low category with a percentage of 9%, and a very low category with a percentage of 0%. This can be concluded that the parental attention variable is included in the high category with a percentage of 77%. Based on the data on the frequency distribution of the parental attention variable above, a pie chart can be drawn as follows:



Picture 4. Frequency Trend of Parental Attention Variables

Source: Processed primary data

3. Learning achievement

Data related to learning achievement were obtained through questionnaires or surveys that had been responded to by respondents by selecting one of the available alternative answers according to the actual situation. Based on the data obtained from 212 people as respondents using SPSS version 24 software, the learning achievement variable obtained data including the highest score (max) of 95, the lowest score (min) of 66, the Mean value (M) of 78.40, the Median value (Me) of 78, the Mode value (Mo) of 75 and the Standard Deviation (SD) of 5.752. The conclusion from the following data is that the X2 data is evenly distributed because the mean value is greater than the standard deviation value, so it is interpreted as having low data deviation.

The process of calculating the frequency distribution consists of the following three calculations:

a. Interval Class (K)

Given: the value of $n = 212$

Formula: Class interval = $1 + 3.3 (\log \text{ of } n)$

Answer: $K = 1 + 3.3 (\log 212)$

$$K = 1 + 3.3 (2.33)$$

$$K = 1 + 7.66$$

$$K = 8.66 = 9 \text{ (rounded)}$$

b. Data Range (R)

Given: $X_{\max} = 95$

$$X_{\min} = 66$$

Formula: Data Range = $X_{\max} - X_{\min}$

Answer: $R = 95 - 66$

$$R = 29$$

c. Class Length (P)

Given: $R = 29$

$$K = 8.66$$

Formula: Class Length = R / K

Answer: $P = 29 / 8.66$

$$P = 3.34 = 3 \text{ (rounded)}$$

Based on the data calculations above, the distribution of learning achievement variable data can be seen in the following table:

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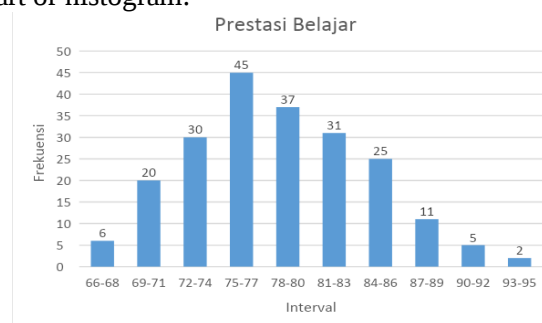
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Table5. Distribution of Learning Achievement Variable Data

No.	Interval	Upper Limit	Lower Limit	Frequency	Percentage
1.	66 – 68	65.5	68.5	6	3%
2.	69 – 71	68.5	71.5	20	9%
3.	72 – 74	71.5	74.5	30	14%
4.	75 – 77	74.5	77.5	45	21%
5.	78 – 80	77.5	80.5	37	18%
6.	81 – 83	80.5	83.5	31	15%
7.	84 – 86	83.5	86.5	25	12%
8.	87 – 89	86.5	89.5	11	5%
9.	90 – 92	89.5	92.5	5	2%
10.	93 – 95	92.5	95.5	2	1%
Amount				212	100%

Source: Processed primary data

Based on the description above, the distribution of frequency data for the parental attention variable can be integrated in the following bar chart or histogram:



Picture 5 . Histogram of Distribution of Parental Attention Frequency Data

Source: Processed primary data

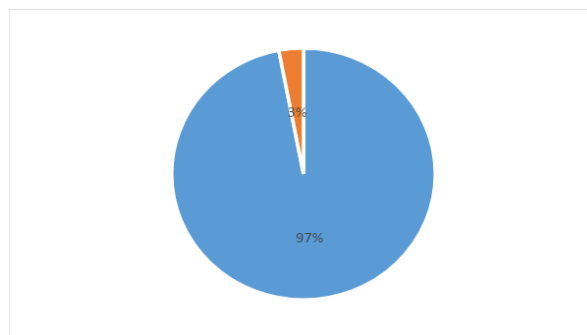
Based on the previous table and histogram, describing the distribution of variable frequency data has ten intervals. The highest to lowest scores in order include: (1) Interval 66-68 there are 6 students with a percentage of 3%; (2) Interval 69-71 there are 20 students with a percentage of 9%; (3) Interval 72-74 there are 30 students with a percentage of 14%; (4) Interval 75-77 there are 45 students with a percentage of 21%; (5) Interval 78-80 there are 37 students with a percentage of 18%; (6) Interval 81-83 there are 31 students with a percentage of 15%; (7) Interval 84-86 there are 25 students with a percentage of 12%; (8) Interval 87-89 there are 11 students with a percentage of 5%; (9) Interval 90-92 there are 5 students with a percentage of 2%; and (10) Interval 93-95 there are 2 students with a percentage of 1%.

The categorization of learning achievement variable tendencies is grouped into complete and incomplete. A score can be said to be complete if the student's score is ≥ 70 or reaches the Minimum Completion Criteria (KKM) score, while a student's score is said to be incomplete if the score is < 70 or less than the Minimum Completion Criteria (KKM) score. Based on the previous calculation of social studies learning achievement data, the social studies learning achievement data for students of SMP N 6 Kebumen can be seen in the following table: Table6. Social Studies Learning Achievement Data of Students of SMP N 6 Kebumen

No.	Mark	Frequency	Percentage	Category
1.	≥ 70	205	97%	Completed
2.	< 70	7	3%	Not finished
Total		212	100%	

Source: Processed primary data

Based on the table data above, it can be seen that the social studies learning achievement is in the complete category for 205 students with a percentage of 97%, while for the incomplete category for 7 students with a percentage of 3% so that it can be concluded that the tendency of the social studies learning achievement variable for students of SMP N 6 Kebumen is in the complete category, namely 97%. Based on the table of trends in social studies learning achievement variables above, a pie chart can be made as follows:



Picture 6. Pie Chart of Social Studies learning achievement variables

Source: Processed primary data

Discussion

1. The Influence of Peer Interaction on Learning Achievement

Based on the results of this study, the results of the direct effect test indicate that the peer interaction variable has a positive and significant effect on learning achievement. The positive effect between peer interaction on learning achievement indicates that the higher the level of peer interaction, the higher the student's learning achievement. The significance value of the Peer Interaction variable (X1) on the Learning Achievement variable (Y) is $0.000 < 0.050$. This can be interpreted that Peer Interaction has a significant effect on Learning Achievement. The direction of the influence of Peer Interaction on Learning Achievement is a unidirectional and positive relationship which can be seen from the T table value of 3.594. The first hypothesis stating that Peer Interaction has a significant effect on Learning Achievement is accepted. The peer environment is an external factor that influences academic achievement. The amount of time students spend with their peers influences their academic achievement. The role of peers, who can provide encouragement for learning through the formation of study groups or similar activities, fosters interaction between group members, such as discussions about unfamiliar subject matter. This can have a positive impact on academic achievement because the interactions that occur have a positive meaning, namely mutually enriching knowledge and exchanging thoughts or opinions. This influence is supported by Walgito's theory (2010: 73), which explains interaction as a manifestation of an individual's actions or behaviors, to connect with others. Interaction also serves as a stimulus to respond to the actions of other individuals, thus creating a communication process. This process usually influences each other. The results of this study are supported by previous research by Fadhillah & Mukhlis (2021: 29), which explains that peer influence is significant for children because it provides motivation through positive peer interactions and fosters a passion for learning. Based on the discussion above, it can be concluded that peer interaction has a positive and significant effect on social studies achievement among students at SMP Negeri 6 Kebumen.

2. The Influence of Parental Attention on Learning Achievement

Based on the results of this study, the results of the direct effect test indicate that the variable of parental attention has a negative and significant effect on learning achievement. The negative effect between the variable of parental attention on learning achievement indicates that there is a non-directional relationship between parental attention on learning achievement. This negative effect means that the higher the parental attention, the lower the student's learning achievement, and vice versa, the lower the parental attention, the higher the student's learning achievement. The significance value of Parental Attention (X2) on Learning Achievement (Y) is $0.025 < 0.050$. This can be interpreted that Parental Attention has a significant effect on Learning Achievement. The direction of the influence of Parental Attention on Learning Achievement is a unidirectional and negative relationship which can be seen from the T table value of -2.263.

This shows that the higher student learning achievement is influenced by the existence of self-interest or desire. This is supported by the theory according to Sardiman (2005: 76) which defines self-interest as a condition that occurs when someone sees characteristics or observes, while the situation is connected to various desires or various needs. Interest is a strong tendency towards something (Tu'u, 2004: 5). Interest is something that arises because of one's own desire without coercion from others or a person's mental tendency towards something that is usually accompanied by feelings of pleasure. The significant influence is supported by previous research by Eka Setiawati (2018: 77) which explains that parental attention has a significant effect on learning achievement. Based on the discussion above, it can be concluded that parental attention has a negative and significant effect on the social studies learning achievement of students at SMP Negeri 6 Kebumen.

3. The Influence of Peer Interaction and Parental Attention on Learning Achievement

Based on the results of this study, the results of the simultaneous influence test indicate that the variables of peer interaction and parental attention have a significant effect on learning achievement. The significant effect between peer interaction and parental attention on learning achievement indicates that there is a unidirectional relationship between the variables of peer interaction and parental attention on learning achievement together. A positive effect means that the higher the peer interaction and parental attention, the higher the level of learning achievement. The third hypothesis is the significant effect of peer interaction and parental attention together on the social studies learning achievement of students of SMP Negeri 6 Kebumen. Based on the ANOVA (Analysis of Variance) table above, it shows the significance value of the variables of Peer Interaction (X1) and Parental Attention (X2) on Learning Achievement (Y) of $0.001 < 0.050$. This can be interpreted that Peer Interaction and Parental Attention simultaneously or together have a significant effect on Learning Achievement.

This significant influence is supported by Slameto's theory (2003: 54), which explains that there are two factors that influence learning: internal factors consisting of physical, psychological, and fatigue factors, while external factors consist of the family environment, school environment, and community environment. The high level of learning interaction with peers through study groups can influence the inter-individuals within the study group. The results of this study are supported by previous research by Fadhilah & Mukhlis (2021: 28), which explains that the influence of peers is very large in children because it will provide motivation through positive peer interactions and stimulate the child's enthusiasm for learning. The results of this study are also strengthened by previous research by A'la & Subhi (2016: 254), which states that the higher the level of parental care and attention, the easier it will be for children to achieve their desired learning achievements.

The positive and significant influence is supported by previous research by Rabiatsu I. Tambuhan and Saidun Hutasuht (2018: 120) which stated that peer interaction and parental attention have a significant effect on learning achievement. Based on the discussion above, it can be concluded that Peer Interaction and Parental Attention have a positive and significant effect on the Social Studies Learning Achievement of students at SMP Negeri 6 Kebumen.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the research results and discussion, the conclusions that can be put forward are as follows:

1. There is a significant positive influence between peer interaction on social studies learning achievement of students at SMP Negeri 6 Kebumen. The results of the study indicate that the peer interaction variable is included in the high category at 65%. The amount of time students spend with their friends influences their learning achievement. Based on this, it can be interpreted that peer interaction has a significant influence on social studies learning achievement.
2. There is a significant negative influence between parental attention on the social studies learning achievement of students at SMP Negeri 6 Kebumen. The results of the study indicate that the parental attention variable is included in the high category at 77%. The negative influence between the parental attention variable and learning achievement

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indicates that there is a non-directional relationship between parental attention and learning achievement. This negative influence means that the higher the parental attention, the lower the student's learning achievement, and vice versa, the lower the parental attention, the higher the student's learning achievement. Based on this, it can be interpreted that parental attention has a significant influence on learning achievement.

3. There is a significant positive influence between Peer Interaction and Parental Attention on Social Studies Learning Achievement of Students of SMP Negeri 6 Kebumen. The results of the study show that the variables of peer interaction and parental attention are in the complete category, namely 97% with an average value of 78.40. The significant influence between peer interaction and parental attention on learning achievement indicates that there is a unidirectional relationship between the variables of peer interaction and parental attention on learning achievement together. Based on this, it can be interpreted that Peer Interaction and Parental Attention simultaneously or together have a significant influence on social studies learning achievement.

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