

# THE INFLUENCE OF ACADEMIC PROCRASTINATION, ROLE OF PARENTS, AND PEERS TOWARD INTEREST LEARNING

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**Abstract:** This study aims to determine the influence of: (1) academic procrastination on interest in learning; (2) Parents' Role on Interest in Learning; and (3) peers on interest Learning in Limited Face to Face Learning. This research is an ex-post-facto research with a quantitative approach. The population in this study were students of class XI IPS SMAN 2 Magelang with a total of 107 students. The analysis used to test the hypothesis is to use multiple linear regression analysis techniques. The results of this study are: (1) there is a negative and significant effect of Academic Procrastination on students' learning interest in limited face to face learning with  $t_{count} 3.071 > t_{table} 1.995$ , Sig.  $0.003 < 0.05$  and regression coefficient  $-0.177$ . (2) there is a positive and significant influence on the role of parents on students' learning interest in the limited face to face learning with a  $t_{count}$  value of  $2.698 > t_{table} 1.995$ , Sig.  $0.009 < 0.05$  and the regression coefficient is  $0.269$ . (3) there is a positive and significant influence of peers on students' interest in learning in limited face to face learning with  $t_{count} 4.872 > t_{table} 1.995$ , Sig.  $0.000 < 0.05$  and the regression coefficient is  $0.599$ .

**Keywords:** *learning interest, academic procrastination, the role of parents, and peers*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh: (1) academic procrastination terhadap minat belajar; (2) peran orang tua terhadap minat belajar; dan (3) teman sebaya terhadap minat belajar siswa di masa pembelajaran tatap muka terbatas. Penelitian ini merupakan penelitian ex-post facto dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah siswa kelas XI IPS SMAN 2 Magelang dengan jumlah 107 siswa. Analisis yang digunakan untuk menguji hipotesis ialah dengan menggunakan teknik analisis regresi linear berganda. Hasil penelitian ini adalah (1) terdapat pengaruh negatif dan signifikan Academic Procrastination terhadap Minat Belajar siswa dimasa Pembelajaran Tatap Muka Terbatas dengan nilai  $t_{hitung} 3,071 > t_{tabel} 1,995$ , Sig.  $0,003 < 0,05$  dan koefisien regresi  $-0,177$ . (2) terdapat pengaruh positif dan signifikan Peran Orang Tua terhadap Minat Belajar siswa dimasa Pembelajaran Tatap Muka Terbatas dengan nilai  $t_{hitung} 2,698 > t_{tabel} 1,995$ , Sig.  $0,009 < 0,05$  dan koefisien regresi  $0,269$ . (3) terdapat pengaruh positif dan signifikan Teman Sebaya terhadap Minat Belajar siswa dimasa Pembelajaran Tatap Muka dengan nilai  $t_{hitung} 4,872 > t_{tabel} 1,995$ , Sig.  $0,000 < 0,05$  dan koefisien regresi  $0,599$ .

**Kata Kunci:** *Minat Belajar, Academic Procrastination, Peran Orang Tua, dan Teman Sebaya*

## INTRODUCTION

Education has an essential meaning for a nation to build the next generation who are knowledgeable, civilized, competent, and have high competitiveness. Teguh Triwiyanto (2014) states that with education, it is hoped that human values will be inherited, not just inherited but internalized in character and personality. Education is a real effort made by humans to develop their potential through learning

(Munib, 2010). The word conscious in the sense of education, according to Munib, can be interpreted that the education process being carried out consciously and voluntarily by students without any coercion from parents, educators, or the government. Education that is carried out consciously will foster student interest in learning. Law of the Republic of Indonesia No. 20 of 2003 Chapter 1 Article 1 Paragraph 1 explains the national education

system. It is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, to have spiritual, religious, self-control, personality, spiritual strength, intelligence, noble character, and skills needed by himself, society, nation and state.

The quality of students is proportional to the quality of education received while undergoing the process of teaching and learning activities. However, education worldwide is currently experiencing a shock since the beginning of 2020. This is due to the impact of the covid-19 virus. As a result, the government had to issue a social distancing policy to reduce the spread of the COVID-19 virus. The policy changed all community activities, usually outside the home by gathering and in groups had to be dismissed. As a replacement, the entire community carried out activities from their homes, including students.

Based on Circular No. 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of the Virus, the Minister of Education and Culture urges all educational institutions not to carry out offline teaching and learning processes. With this appeal, educational institutions change the learning methods used online. The learning process is carried out through applications that can be accessed via smartphones and laptops and using media such as google meet, zoom meeting, google classroom, platforms created by schools and so on.

Online learning implemented for approximately four semesters certainly has various obstacles. Several factors become obstacles during the online learning process, namely facilities and infrastructure that students have not met. This is because not all students have smartphones and have limited use of internet quotas related to family economic conditions. Second, home conditions and conditions that support the learning process. If the home conditions are conducive, it will make students focus on learning activities and vice versa. The third is parents' awareness or the role of parents

in guiding children to learn online. However, there are some facts that parents in guiding children in learning sometimes cannot control their emotions when children do not understand the material provided, and there are some parents who are indifferent to their children's online learning because they are busy with their work so they cannot control whether their children are doing well. Participate in online learning or not (Wulandari et al., 2020). In addition, one of the main keys to the success of student learning lies in the interest in learning of the students themselves. However, students' interest in learning during the COVID-19 pandemic has been low. Interest in learning during the pandemic is low due to changes in learning methods. Before the pandemic the teacher could explain the material and find out whether the students understood or not about what was being studied, so the teacher could adjust the delivery of the material to the characteristics of the students so that students could be interested in participating in learning activities. However, this is different from the pandemic where teachers cannot directly deliver learning materials and cannot adapt them to the character of students. So that it causes students' interest in learning to be low. According to Yanti & Sumianto (2021: 608-614) the low interest in student learning during the pandemic is caused by several factors including limited and unattractive learning media, internet networks, learning facilities, quality of learning, and parents.

After carrying out online learning activities, in August 2021, the Central Java Provincial Government allowed schools to carry out Limited Face-to-face Learning with various conditions that the host school must meet. Areas that can carry out face-to-face learning are limited schools located in Community Activity Restrictions level 1 to level 3.

The transition from online learning to face-to-face learning is limited. Of course, it takes time for the school to prepare everything, such as infrastructure that supports learning and facilities that support the prevention of the transmission

of the COVID-19 virus. In addition to the school, students also have to adapt to the existing learning system. Of course, the learning method must pay attention to the condition of students who have to adjust from online learning to limited face-to-face learning. The atmosphere of teaching and learning activities is undoubtedly one of the triggers for students' interest in learning. Students' interest in learning is needed to achieve learning objectives, and students can use the knowledge gained in the future. The existence of this Limited Face-to-face Learning policy is intended so that children can learn optimally and concentrate more on learning so that they do not lag behind in their education. Parents and students welcome this policy. Through this limited face-to-face learning, students are given the convenience to interact directly with the teacher. In addition, students feel happy because they can interact socially with classmates, where this social interaction is able to influence the patterns and behavior of individuals in a community. This is indirectly able to affect students' interest in learning during the Limited Face-to-Face Learning.

Interest in learning is a willingness accompanied by students' intentional attention and activity, then gives birth to a sense of pleasure, causing changes in behaviour, both in the form of knowledge, attitudes, and skills based on experience and interaction with the environment (Ismiyah, 2012). Students' interest in learning is one of the keys to the learning process running smoothly. If students have a high interest in learning, students will feel excited and happy to participate in a series of learning activities. Vice versa, if students have low interest in learning, students will feel bored and lazy to follow the learning process. Students will be more prepared, enthusiastic, active, and concentrated in learning activities with interest in learning. During the Limited Face-to-face Learning Period, it is hoped that students will have a high interest in learning so that they are able to follow and understand the learning material well.

The factors that influence students'

interest in learning can be divided into internal factors or factors that come from within students and encourage learning actions. Furthermore, some external factors or factors come from outside the individual students who encourage them to carry out learning activities. These internal and external factors influence students' interest in learning in the learning process. According to Syahputra (2020), internal factors of interest in learning include concentration, curiosity, needs or motives, and motivation. Students who have a high interest in learning will certainly do all the tasks that have been given and try to find various sources for learning. In contrast, students who have a low interest in learning tend to be academic procrastination. Academic procrastination is the behaviour of procrastinating doing or completing academic tasks (Muyana, 2018).

Furthermore, external factors or factors that come from outside the individual learners can come from the role of parents. The role of parents is to be the first unit and the first institution in a society where the relationships contained in it are most directly related. That is where students are formed and begin to interact and gain knowledge, interests, and attitudes in life (Ruli, 2020). Therefore, parental support in learning activities is needed so that students feel parental support and can foster interest in learning. Vice versa, indifferent parents will shape the character of the child. Students will feel that there is no parental monitoring in learning activities, so children are lazy.

Another external factor is peers. Peers are essential in increasing student interest in learning because peers can provide new ideas and perspectives that are not obtained from parents (Sumia, 2020). In addition, peers can positively impact students to be enthusiastic about carrying out learning. Having peers who pay attention to the importance of the learning process will make other students motivated. On the other hand, peers can have a negative impact. This can be seen in peers who feel lazy to listen to the learning process and are indifferent to their duties so that other

students become calm and pay less attention because they feel safe. This sense of security grows because there are friends who will accompany you if something happens during the learning process.

Based on interviews that have been conducted by the class XI Social Sciences counseling teacher at SMAN 2 Magelang and interviews with several students of class XI Social Sciences, as well as direct observations during the implementation of online and offline Educational Practices (PK) in July-December 2021 for the 2021/2022 academic year, odd semester, the Limited Face-to-Face Learning policy which is expected to be able to foster student interest in learning turns out to be inversely proportional. Student interest in learning in the limited face-to-face learning period is still low. The low interest in student learning during the limited face-to-face learning is influenced by several factors. These factors include the high level of student academic procrastination, low parental support for student learning activities, the role of peers that have a negative impact such as inviting them to play instead of doing the tasks assigned by the teacher.

The first factor is academic procrastination. The level of academic procrastination of XI IPS students at SMAN 2 Magelang is still high. Based on the observations and interviews conducted by the counselling guidance teacher for class XI IPS SMAN 2 Magelang, many students who submitted assignments exceeded the allotted time limit. Educators have given time slack for students who want to collect assignments. However, many students do not collect and even do assignments even though they have been on the teacher's WhatsApp or a home visit at home by the counselling teacher. However, based on the results of interviews conducted by several students, they did not do the assignments because they did not understand the material and assignments given. When they have crossed the line and have to submit assignments and many copies of answers from friends, this causes students' low interest in learning when face-to-face

learning is limited.

The second factor is the role of parents. Based on the results of interviews conducted with counselling guidance teachers and several students of class XI IPS SMAN 2 Magelang, the role of parents is not optimal. Some parents do not understand how to use a cellphone to communicate with the teacher when a child has learning difficulties has problems. The facilities provided by parents are not sufficient because the economic conditions of each student are different, so it hinders students in carrying out learning. In addition, the role of parents in guiding children in doing assignments or providing a conducive environment is still lacking.

The third factor is peers. Based on the results of interviews conducted, the influence of peers during learning activities is less in growing students' interest in learning. Some peers prefer to invite them to play rather than do assignments and discuss together related material that has not been understood. Relying on a friend's work also negatively influences students because waiting for answers from peers makes other students not try to work and only copy answers. One student's answers can be distributed to one class and then copied by other friends. Thus the learning interest of students becomes less.

Based on the description above, the researcher is very interested in research to show whether or not there is an influence of academic procrastination, the role of parents, and peers on students interest learning in the limited face-to-face learning class XI IPS SMAN 2 Magelang in the academic year 2021/2022.

## **METHODS**

This study uses quantitative research methods to explain the influence variables of academic procrastination, the role of parents, and peers on students interest in learning in limited face-to-face learning. The population in this study includes all students of class XI IPS SMAN 2 Magelang for the academic year 2021/2022, which consists of 3 classes with a total of 107 students.. The sample in this study was class XI IPS 2 and XI IPS 3, with

72 students.

The data collection technique used in this research is using a questionnaire. This research instrument uses a Likert scale with five alternative answers. Indicators of learning interest in the limited face-to-face in this study are (1) feelings of pleasure towards learning activities carried out during face-to-face learning are limited, (2) student attention during learning activities, (3) student interest in face-to-face learning activities is limited, and (4) the involvement and activeness of students in the process of face-to-face learning activities are limited. Indicators of academic procrastination in this study are (1) delay in making academic assignments, (2) slowness of students in doing academic assignments, (3) time management of students, (4) diversion of students attention in doing academic assignments, and (5) the emotional state of students when doing academic assignments. Indicators of the role of parents in this study are (1) guiding children, (2) supervising children learning activities, (3) providing rewards and punishments for children, (4) fulfilling children learning facilities, (5) create a conducive and comfortable atmosphere for children when doing the learning, and (6) pay attention to children's health. And indicators of peers in this study are (1) brainstorming, (2) emotional encouragement, (3) friends as a substitute for family, (4) becoming students learning friends, and (5) finding students self-esteem.

In this study, the researcher conducted a test instrument in class XI IPS 1 with a total of 35 students. The validity test in this study uses the Product Moment correlation, with the number of respondents  $n=35$  and a significance level of 5%, it is obtained  $r_{table}$  of 0.334. Statement items are said to be valid if the value of  $t_{count} > t_{table}$ . Based on the validity test carried out, it is known that from 24 items of the statement on the variable of interest in learning in the limited face-to-face learning, 13 items are declared valid while 11 items are declared invalid. On the academic procrastination 17 items are declared valid and 13 are declared invalid. On the role of parents, 17 items

declared valid and 9 are declared invalid. Then on the peers variable, 15 items are declared valid and 8 are declared invalid. Furthermore, the reliability test was carried out using Cronbach Alpha with a significant level of 5%. The reliability test results were interpreted with the level of reliability of the coefficients (Sugiyono, 2018) as follows:

Table 1 Interpretation of Research Instrument Reliability

No.	Coefficient Interval	Interpretation
1.	0.00 – 0.199	Very Low
2.	0.20 – 0.399	Low
3.	0.40 – 0.599	Medium
4.	0.60 – 0.799	Strong
5.	0.80 – 1.000	Very strong

Based on results of the reliability test of students learning interest in the limited face-to-face learning has an Alpha coefficient of 0.894 (very strong), the academic procrastination variable has an Alpha coefficient of 0.853 (very strong), the role of parents variable has an Alpha coefficient of 0.937 (very strong), and peers variable has an Alpha coefficient of 0.928 (very strong).

Test the hypothesis of this study using multiple regression analysis. Before testing the hypothesis, the classical assumption test is carried out first in the form of a linearity test, a multicollinearity test, and a heteroscedasticity test. The linearity test in this study was carried out using an analysis of variance with a regression line obtained from the F price. Then  $F_{count}$  is compared with  $F_{table}$  at a significance level of 5%. The presence or absence of multicollinearity is seen from the tolerance value and the VIF, where if the tolerance  $\geq 0.1$  and VIF value  $\leq 10$  then there is no multicollinearity (Ghozali, 2018). The heteroscedasticity test uses park test, where the park test can be calculated by regressing the logarithm value of the residual square to the independent variable. the value of sig.  $> 0.05$  or equal to heteroscedasticity, then there is no heteroscedasticity (Ghozali, 2018). The following is the regression equation (Sugiyono, 2017) used in this study:

$$\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3$$

Information:

$\hat{Y}$  : Subjects in the predicted dependent variable

$a$  : Y value when X value = 0 (constant value)

$b$  : regression coefficient

$X$  : The subject of an independent variable that has a certain value

This test is carried out with the observed criteria to determine the significance of each variable, namely the significant value and  $t_{count}$ . If the significance value is  $< 0.05$  and the  $t_{count} > t_{table}$ , then the effect of the independent variable on the dependent variable is significant. However, if the significance value is  $> 0.05$  and the  $t_{count} < t_{table}$ , then the effect of the independent variable on the dependent variable is not significant.

## FINDINGS AND DISCUSSION

### Findings

#### 1) Custom Data Description

Variable interest in learning in the limited face-to-face learning as measured by 4 indicators including 13 statement items showing a minimum value of 43, maximum value of 65, and mean value of 52.13. A summary of the results of data processing on interest in learning in the limited face-to-face learning variable is presented in the following table:

Table 2 Respondents Assessment of Variable Y

No.	Interval	Category	Frequency	Percentage
1.	$X \geq 58.186$	Very High	13	18.1%
2.	$52.13 \leq X < 58.186$	High	15	20.8%
3.	$46.074 \leq X < 52.13$	Low	26	36.1%
4.	$X \leq 46.074$	Very Low	18	25%
<b>Total</b>			<b>72</b>	<b>100%</b>

Based on the table above, it can be seen that of 72 respondents, 36% of respondents rated it low, 25% rated it very low, 21% rated it high, and 18% rated it very high. So it can be concluded that the most of student's learning interest in the limited face-to-

face learning class XI IPS SMAN 2 Magelang belongs to the low category.

Academic procrastination variable as measured by 5 indicators including 17 statement items showing a minimum value of 29, maximum value of 76, and mean value of 51.43. A summary of the results of data processing on interest in learning in the limited face-to-face learning variable is presented in the following table:

Table 3 Respondents Assessment of Variable X1

Interval	Category	Frequency	Percent
$X \geq 61.416$	Very High	14	19.4%
$51.43 \leq X < 61.416$	High	19	26.4%
$41.444 \leq X < 51.43$	Low	26	36.1%
$X \leq 41.444$	Very Low	13	18.1%
<b>Total</b>		<b>72</b>	<b>100%</b>

Based on the table above, it can be seen that of 72 respondents, 36% of respondents rated it low, 18% rated it very low, 26% rated it high, and 20% rated it very high. So it can be concluded that the most of respondent's Academic Procrastination is in the low category.

The role of parents variable as measured by 6 indicators including 17 statement items showing a minimum value of 49, maximum value of 74, and mean value of 60.74. A summary of the results of data processing on interest in learning in the limited face-to-face learning variable is presented in the following table:

Table 4 Respondents Assessment of Variable X2

Interval	Category	Frequency	Percent
$X \geq 66.609$	Very High	12	16.7%
$60.74 \leq X < 66.609$	High	28	38.9%
$54.871 \leq X < 60.74$	Low	18	25%
$X \leq 54.871$	Very Low	14	19.4%
<b>Total</b>		<b>72</b>	<b>100%</b>

Based on the table above, it can be seen that of 72 respondents, 39% of

respondents rated it high, 25% rated it low, 19% rated it very low, and 17% rated it very high. So it can be concluded that the most of respondent's the Role of Parents is in the high category.

The role of parents variable as measured by 5 indicators including 15 statement items showing a minimum value of 48, maximum value of 69, and mean value of 56.17. A summary of the results of data processing on interest in learning in the limited face-to-face learning variable is presented in the following table:

Table 5 Respondents Assessment of Variable X3

No.	Interval	Category	Frequency	Percentage
1.	$X \geq 60.961$	Very Good	10	13.9%
2.	$56.17 \leq X < 60.961$	Good	22	30.6%
3.	$51.38 \leq X < 56.17$	Not Good	30	41.6%
4.	$X \leq 51.38$	Not Very Good	10	13.9%
<b>Total</b>			<b>72</b>	<b>100%</b>

Based on the table above, it can be seen that of 72 respondents, 42% of respondents rated it not good, 30% rated it good, 14% rated it not very good, and 14% rated it very good. So it can be concluded that the most of respondents' peers are in the not good category.

## 2) The Result of Prerequisite Analysis Test

### Linearity Test

The results of the linearity test for the Academic Procrastination ( $X_1$ ) variable on Learning Interest (Y) obtained  $F_{count} \leq F_{table}$ , namely  $1.562 \leq 1.745$ . The linearity test for the Parental Role ( $X_2$ ) variable on Learning Interest (Y) in the table above is obtained by  $F_{count} \leq F_{table}$ , namely  $1.256 \leq 1.819$ . While the linearity test between the variables of Peers ( $X_3$ ) and Interest in Learning (Y) in the table above,  $F_{count} \leq F_{table}$  is  $0.925 \leq 1.819$ . So it can be concluded that the variables of Academic Procrastination ( $X_1$ ), The Role of Parents ( $X_2$ ), and Peers ( $X_3$ ) on

the Variable Interest in Learning (Y) have a linear relationship.

### Multicollinearity Test

The results shows that the value of the calculated VIF ( $X_1 = 1.017$ ;  $X_2 = 1.053$ ;  $X_3 = 1.069$ )  $< VIF = 10$  and all tolerances for independent variables ( $X_1 = 0.983$ ;  $X_2 = 0.950$ ;  $X_3 = 0.936$ )  $> = 0.10$ . So it can be concluded that there is no multicollinearity.

### Heteroscedasticity Test

The results shows that the Sig<sub>count</sub> value for each variable, namely Academic Procrastination, Role of Parents, and Peers is greater than 0.05 ( $0.223 > 0.05$ ;  $0.421 > 0.05$ ;  $0.202 > 0.05$ ). So it can be concluded that this research does not occur heteroscedasticity.

## The Result of Hypothesis Test

### Regression Equation

The analysis in this study is Multiple Linear Regression. This analysis is used to determine the effect of Academic Procrastination and the Role of Parents and Peers on Students' Interest in Learning during the limited face-to-face learning. The following is the result of the Multiple Linear Regression:

Table 6 Summary of Multiple Regression Test Results

No.	Sub Variable	Regression Coefficient (b)	t <sub>count</sub>	Sig.	Con
1.	Academic Procrastination	-0.177	-3.071	0.003	Signif
2.	The Role of Parents	0.269	2.698	0.009	Signif
3.	Peers	0.599	4.872	0.000	Signif
4.	Constant = 11.276				
5.	$R = 0.632$				
6.	$R^2 = 0.399$				
7.	$F_{count} = 15.045$				
8.	Sig. = 0.000				

From the multiple linear regression analysis, it can be seen that the multiple regression equation is as follows:

$$\hat{Y} = 11.276 - 0.177X_1 + 0.269X_2 + 0.599X_3$$

Based on the above equation can be explained as follows:

- 1) The constant value is 11.276, meaning that if there are no changes in Academic Procrastination, the Role of Parents, and Peers, it is equal to zero. Thus, the student's interest in learning during the limited face-to-face learning of class XI IPS SMAN 2 Magelang in the 2021/2022 academic year will be 11.276.
- 2) The regression coefficient value of Academic Procrastination ( $X_1$ ) is -0.177. The regression coefficient is negative, meaning that if Academic Procrastination ( $X_1$ ) is reduced by 1 unit, Interest in Learning in the Limited Face-To-Face Learning (Y) will increase by 0.177 and vice versa. So that the lower the level of Academic Procrastination, the higher the interest in student learning in the limited face-to-face learning class XI IPS SMAN 2 Magelang in the 2021/2022 academic year.
- 3) The regression coefficient value of Parental Role ( $X_2$ ) is 0.269. The positive regression coefficient means that if the role of parents ( $X_2$ ) increases by 1 unit, the Interest in Learning in the Limited Face-To-Face Learning (Y) will increase by 0.269 and vice versa. So that the higher the role of parents, the higher the learning interest of students in the limited face-to-face learning class XI IPS SMAN 2 Magelang.
- 4) The peer regression coefficient value ( $X_3$ ) is 0.599. The positive regression coefficient means that if Peers ( $X_3$ ) increase by 1 unit, Learning Interest in the Limited Face-To-Face Learning (Y) will increase by 0.599 and vice versa.

So that the higher the influence of peers, the higher the student's interest in learning in the limited face-to-face learning class XI IPS SMAN 2 Magelang.

The results of the analysis of the table above show that: 1) there is an influence of academic procrastination on interest in learning in the limited face-to-face learning with the value of  $t_{count} 3.071 > 1.995 (t_{table})$  and the significance value  $0.003 < 0.05$ . 2) there is an influence of the role of parents on interest in learning in the limited face-to-face learning with the value of  $t_{count} 2.698 > 1.995 (t_{table})$  and the significance value  $0.009 < 0.05$ . 3) there is an influence of peers on interest in learning in the limited face-to-face learning with the value of  $t_{count} 4.872 > 1.995 (t_{table})$  and the significance value  $0.000 < 0.05$ .

#### b. Correlation Coefficient (R)

Table 7 Correlation Coefficient Results

No.	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.632 <sup>a</sup>	.399	.372	4.797

Based on the results of the correlation coefficient test above, it can be seen that the correlation coefficient of Academic Procrastination ( $X_1$ ), The Role of Parents ( $X_2$ ), Peers ( $X_3$ ) on Interest in Learning (Y) with a correlation value ( $R_{y(1,2,3)}$ ) of 0.632. The correlation coefficient is positive, so it can be concluded that Academic Procrastination, the Role of Parents, and Peers simultaneously have a positive relationship to Learning Interest in Limited Face-to-Face Learning.

#### c. Coefficient of Determination Test ( $R^2$ )



Table 8 Coefficient of Determination Results

No.	R	R Square	Adjusted R Square
1.	.632 <sup>a</sup>	.399	.372

Testing the coefficient of determination aims to determine the percentage of the influence of the independent variable on the dependent variable. The value of the coefficient of determination can be seen in the table above the R square column. The coefficient of determination in this study showed the number 0.399. So it can be interpreted that Academic Procrastination, the Role of Parents, and Peers can explain Learning Interest in Face-to-Face Learning Limited by 39.9% (0.399 X 100%) and the remaining 60.1% (100% - 39.9%) explained by other variables outside the research.

#### Discussion

##### The Influence of Academic Procrastination on Interest in Learning in the Limited Face-To-Face Learning

Based on the results of multiple regression calculations, it shows that Academic Procrastination has a negative effect on students' interest in learning in the limited face-to-face learning class XI IPS SMAN 2 Magelang in the academic year 2021/2022. The value of  $t_{count}$  evidence is negative -3.071. While the  $t_{table}$  value is 1.995, the negative  $t_{count}$  value does not make  $t_{count} < t_{table}$  because the negative sign only shows the effect of the independent variable is negative while the absolute value remains 3.071. So it can be concluded that  $t_{count} > t_{table}$  (3.071 > 1.995). In addition, the Academic Procrastination variable has a significant influence on students' learning interest in the limited face-to-face learning period. The value of Sig evidences this. < 0.05 (0.009 < 0.05). The regression coefficient value has a negative value of -0.177.

These results align with the researcher's framework, namely high academic procrastination behavior can

affect students' learning interests below. Vice versa, if Academic Procrastination is high, the student's interest in learning will be affected. The characteristics of interest in learning, according to Djamarah (2011: 191), show that students have a sense of love, have an interest in what is being studied, have a desire to learn, have greater attention to what will be learned, have participated in class and are active in learning. Teaching and learning process. So, if students have a high interest in learning, they certainly will not do academic procrastination.

The results of this study are in line with the results of research conducted by Andri Kurniawan (2017) entitled "*Hubungan antara Minat Belajar Sejarah dengan Prokrastinasi Akademik pada Mata Pelajaran Sejarah Siswa Kelas XI SMA Negeri 1 Ngimbang*". This study shows a significant negative relationship between academic procrastination and interest in learning. This is shown from the results of the correlation analysis of  $(r) = -0.422$  and a significance value of 0.001 ( $p < 0.05$ ). This is reinforced by research conducted by Yuniarti et al (2018: 31-38) one of the characteristics of interest in learning is attention. Attention has a significant correlation with academic procrastination. Students who have excellent attention to learning activities will tend not to do academic procrastination because students will understand and find learning material easy. Vice versa, if students have less attention to teaching and learning activities, it will undoubtedly make academic procrastination high.

Based on the theory, previous research, and research that researcher have done, it can be concluded that Academic Procrastination negatively affects Learning Interest. The thing that needs to be considered in reducing academic procrastination is that teachers can make the atmosphere of teaching and learning activities more enjoyable so that students pay great attention during teaching and learning activities.

The Influence of The Role of Parents on

### **Interest in Learning in the Limited Face-To-Face Learning**

Based on the results of multiple regression calculations, it shows that the role of parents has a positive and significant effect on student learning interest in limited face-to-face learning for class XI IPS SMAN 2 Magelang in the academic year 2021/2022. This is evidenced by the  $t_{count}$  greater than  $t_{table}$  ( $2.698 > 1.995$ ), the significance value less than 0.05 ( $0.003 < 0.05$ ), and the regression coefficient value having a positive value of 0.269.

This result is in line with the researcher's framework of thinking, namely when carrying out online learning, students certainly need high concentration because, with the online learning process, students cannot freely ask the teacher who is explaining in class. Therefore, the role of parents in providing space and time for children is essential and creates a conducive home atmosphere for children's learning. Thus, parental support will increase enthusiasm and foster student interest in learning. On the other hand, if the parents cannot create a supportive and conducive atmosphere at home, the child will be less attentive when carrying out online learning activities.

These results strengthen the theory of Taufani (2008: 38), which states that the factors that influence interest in learning are internal motivation factors, social motivation factors, and emotional factors. One of the social and motivational factors is parental war. In addition, this study also strengthens the theory of Korompot et al (2020: 43-47), which states that student learning interest is influenced by several factors, namely physical aspects, psychological aspects, family aspects, and school aspects. The family aspect includes the parental war in it. The role of parents in the family is to be a role models for children, as teachers, and give examples of the behavior of daily life and how to interact socially (Umar & Sulo, 2005: 169). Thus, the role of parents during limited face-to-face learning is needed to motivate, provide rewards, and control whether children study well at home to foster student interest in learning.

The results of this study are in line with research conducted by Samuel J.T Puay

(2021) entitled "*Peran Orang Tua dalam Meningkatkan Minat Belajar Siswa Kelas X IPS SMA Negeri 3 Kupang Timur Kabupaten Kupang*". The results of this study indicate a positive and significant influence of the role of parents on learning interests. This can be seen from the value of  $t_{count}$ , which is greater than  $t_{table}$  with a significance of 5%. The  $t_{count}$  value of 3.829 is greater than  $t_{table}$  of 2.045 ( $3.829 > 2.045$ ) and the significance value is  $0.001 < 0.05$ .

Based on the theory, previous research, and research that researchers have done, it can be concluded that the role of parents affects students' learning interest in the limited face-to-face learning period positively and significantly. The role of parents in guiding children during face-to-face learning is minimal so that children feel they have the support of their parents. In addition, the role of parents can be in the form of creating a comfortable and conducive home atmosphere so that children become enthusiastic about learning. Therefore, there is a need for coordination between parents and the school regarding the problems faced by students at school in order to be able to create solutions for parents and teachers.

### **The Influence of Peers on Interest in Learning in the Limited Face-To-Face Learning**

Multiple regression calculations show that peers have a positive and significant effect on student interest in limited face-to-face learning in class XI IPS SMAN 2 Magelang in the academic year 2021/2022. This is evidenced by the  $t_{count}$  greater than  $t_{table}$  ( $4.872 > 1.995$ ), the significance value less than 0.05 ( $0.000 < 0.05$ ), and the regression coefficient value having a positive value of 0.599.

The results of this study are in line with the researcher's frame of mind, namely that peers have a relationship with student learning interests. Having peers who have a high interest in learning will undoubtedly have a positive impact by inviting discussions related to learning that has not been understood during the online and offline learning process. Vice versa, if you have peers who are indifferent to the learning process, it will undoubtedly have a negative impact on

students. Peers who have a negative impact will tend to invite other friends to do other activities besides studying.

This strengthens the theory of Syah (2013: 145), where intrinsic and extrinsic factors influence learning interest. One of the extrinsic factors is peers. Peers are children who are approximately the same age or maturity level, interact with peers, and have a unique role in their culture or habits. In this case, peers can be friends to tell stories when children cannot share their problems with their parents or family so that children will spend more time with their peers than with family.

The results of this study are in line with research conducted by Ade Taufan (2019), entitled "*Pengaruh Pergaulan Teman Sebaya terhadap Minat Belajar Siswa Kelas X SMKN 3 Sungai Penuh Kecamatan Kumun Debai Kota Sungai Penuh*". The results of this study indicate that  $t_{count}$  is greater than  $t_{table}$  ( $5.421 > 1.994$ ), the significance value is less than 0.05 ( $0.000 < 0.05$ ), and the coefficient value is positive at 0.510.

Based on the theory, previous research, and research that researchers have carried out, it can be concluded that peers affect student learning interest in the limited face-to-face learning period positively and significantly. Therefore, parents or teachers must see how students get along with their peers because peers can be a source of information that children do not want to ask teachers or parents. Likewise, students should look for friends who can invite them to study together and talk about positive things so that it can affect their interest in learning.

## CONCLUSION

Based on the results of the analysis and discussion regarding the analysis of the factors that influence Student Interest in Limited Face-to-Face Learning in Class XI IPS SMAN 2 Magelang, the Academic Year 2021/2022, the following conclusions can be drawn:

- 1) The independent variable (X1) Academic Procrastination has influence on the dependent variable (Y) Students Learning Interest in the Limited Face-to-Face Learning in Class XI IPS SMAN 2 Magelang

Academic Year 2021/2022. Academic Procrastination has a negative influence, which means that if Academic Procrastination is low, the student's learning interest in the face-to-face learning is higher. Vice versa, if Academic Procrastination is high, the Interest in Learning will be lower.

- 2) There is influence on the independent variable (X2) the role of parents with the dependent variable (Y) Students Learning Interest in the Limited Face-to-Face Learning in Class XI IPS SMAN 2 Magelang Academic Year 2021/2022. The role of parents has a positive influence, which means that if the role of parents is high, interest in learning during face-to-face learning will be higher. Vice versa, if the role of parents is low, the interest in learning in the Limited Face-To-Face Learning is also low.
- 3) There is influence of the independent variable (X3) Peers with the dependent variable (Y) Students Learning Interest in the Limited Face-to-Face Learning in Class XI IPS SMAN 2 Magelang Academic Year 2021/2022. Peers have a positive influence, which means that if the role of peers is high, interest in learning in the limited face-to-face learning period will be higher. Vice versa, if the role of peers is low, learning interest in the Limited Face-To-Face Learning is also low.

This research was conducted in accordance with scientific procedures, but still has the following limitations: 1) Collecting data using online questionnaires or google forms makes researchers unable to supervise and control respondents in filling out questionnaires. So it is not easy to know whether or not according to the conditions experienced by the respondent. 2) It takes a long time to collect questionnaires from respondents because some students are reluctant to fill out if it is not the teacher who asks.

Researchers can provide the following suggestions:

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