The Relationship between Peer Interaction and Level of Religiosity with Student Achievement Motivation

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Abstract

This study aims to explain the relationship between peer interaction and religiosity level with motivation for student achievement. This research was conducted using the survey method at SMA Negeri 1 Harapan Bangsa. The population of this study was X and XI grade students, totalling 715 students sampled using a simple random sampling technique. The number of samples in this study was 392 students (52% of the total population). The results showed that the peer interaction variable was related to learning motivation (correlation value of 0.270 with a significance level of $p = 0.05$). The religiosity level variable was related to learning motivation (Kendall's tau correlation value of 0.315 with a significance level of $p = 0.05$). Based on the study's results, a positive relationship exists between peer interaction and religiosity level with achievement motivation. Peer interaction has a vital role in encouraging motivation for student achievement. Through social support in the form of cooperation, attitudes can promote and increase student motivation to achieve. Meanwhile, the level of religiosity can also improve students' motivation to achieve. Religiosity that provides positive values for students can increase motivation for student achievement. The findings in the study have implications for developing strategies related to growing student achievement motivation, especially at SMA Negeri 1 Harapan Bangsa.

Keyword : *Achievement; Achievement Motivation; Peer Interaction; Religiosity*

INTRODUCTION

Education is a key metric for assessing a country's success. The quality of its education can measure a country's progress. Indonesia is now ranked as having a relatively low quality of education. This is demonstrated by student performance in the PISA (Program for International Student Assessment) study. According to the results of the 2022 PISA study, the average achievement score for Indonesian students in science was 383, in reading, it was 359, and in mathematics, it was 366 (Schleicher 2022). Indonesian students' scores on PISA 2022 were relatively low because the highest scores in science reached 561, mathematics 575, and reading 543 (Schleicher 2022). Other data also show the same trend. Then, based on a survey conducted by U.S News & World Report, BAV Group, and Wharton School of the University of Pennsylvania 2022, Indonesia's education is ranked 55th out of 73 countries.(Sembiring et al 2023). Based on these two international surveys, students in Indonesia are categorised as having low literacy and numeracy skills, so student achievement is also low. One of the factors that cause low student achievement is low student achievement motivation (Putri & Pradana 2021 Permatasari 2015). According to Ulfah & Ariati (2017); Mamahit & Situmorang (2017) the article, achievement motivation may be defined as the desire to perform a task as well as possible while adhering to norms of excellence and referencing a success metric. According to McClelland (2015) achievement motivation, the need for achievement (nAch) is an effort to achieve superior success and success in a competition.

Cultivating achievement motivation in students is essential. Achievement motivation can provide enthusiasm, direction, and persistence for students to achieve (Ulfah and Ariati 2017). Studies conducted by McClelland show that achievement motivation contributes 64% to student learning achievement (Susanto & Lestari, 2018). Students with high achievement motivation will mobilise their abilities to develop their potential. Conversely, students without achievement motivation will not find a reason to excel (Susanto & Lestari, 2018).

The independent curriculum has a policy that students will always be promoted to the next grade or always graduate rather than letting students stay in grade or not graduate. However, this policy makes students unmotivated to learn and achieve because they will always be able to get a grade (Koesoema 2023). Based on research

conducted Puaraka et. al. (2020), 45% of students in class X TKR SMK Palapa Semarang have low achievement motivation and interest in learning. This causes students to skip class often, so the achievements they get tend to be low. Based on these two problems, achievement motivation is crucial in the education system.Sociologically, student achievement motivation can be determined by many variables, such as peer interaction and religiosity levels. The relationship between peer interaction and religiosity level plays an essential role in shaping social values, attitudes and behavior, including religious aspects. If individuals interact with peers with high religious traits and behave positively, they will be influenced by their peers (Rusman 2022).

Peer interaction is a reciprocal relationship between individuals and groups with approximately the same age or maturity level, including openness and cooperation (Pierre, 2005; Syafi'i & Mahmudah, 2018). Peers are an essential part of an individual's life. This interaction can influence individual behavior and perceptions of achievement, and it can increase individual achievement motivation. Interaction between individuals and peers can positively impact if peers have good behaviour, learning habits, and achievement motivation. If individuals hang out with friends who have high achievement motivation, imitation will occur on an individual's emotional basis to imitate their peers (Syarifuddin 2019).

Apart from peer variables, the level of religiosity is also a variable related to students' achievement motivation. Religiosity is a person's religious maturity characterised by the ability to understand, appreciate and apply the spiritual values they adhere to (Arsa et al 2022). Glock, C. Y., & Stark in Sungadi (2020), define religiosity as a person's level of knowledge and understanding of their religion. The level of religiosity significantly contributes to shaping a person's behaviour. A religious person will conform to the values, good deeds and truths recommended by his beliefs. This behaviour is reflected in honesty, discipline, solidarity, optimism, independence, hard work and responsibility (Mulya and Sulaiman 2022).

These principles are then applied in day-to-day activities. People who identify as religious will try to live out their convictions and keep a distance from immoral activity that goes against them (Sagita et.al 2021). Because of this, those who practice strong religion attempt to always exercise caution in everything they do, even striving for success. By boosting their drive for achievement, religious people will seek to

accomplish goals honestly (Arsa et al 2022). The findings of a study Wijaya & Widiasavitri (2019) demonstrate that teens' drive for achievement increases with the level of peer social support. According to a different study Damayanti et al., (2021), those who engage with their peers frequently will be more motivated to learn. According to Saputri, et. al., (2020) the study, primary school students' ambition to learn positively correlates with their interactions with peers. Numerous studies have shown that prior research has focused on the association between only two variables peer interaction or peer support and achievement motivation.

According to a study Al-Fajriyah (2023), students enrolled in psychology study programs who are religious and motivated to accomplish their goals have a beneficial association. In the meantime, Solichin & Muhlis (2020) found a strong correlation between students' motivation for achievement and their religiosity. This study demonstrates that religious convictions derived from religious instruction can inspire people to perform tasks, such as inspiring students to attain their goals. Based on several of these studies, it appears that earlier research focused primarily on the relationship between two variables: religiosity and students' motivation for achievement.

More variables, such as the variable level of religiosity, have a relationship with student accomplishment motivation in addition to the peer contact variable. However, there are other variables, such as peer contact variables, that also have a relationship between peer accomplishment motivation and the amount of religiosity variable. It is crucial to conduct this research to see whether other factors influence students' motivation for academic accomplishment. This study highlights the relationships between three variables peer interaction, religion, and student performance motivation, as opposed to earlier research that solely focused on the relationships between two variables.

In addition, this study also emphasises the relationship between peer interaction and religiosity level with achievement motivation in high school students. Students at the high school level have more time interacting with their peers compared to other levels of education. High school students are in the school environment for up to 8 hours daily, or even more (Setyaningsih et al 2020). Then, the high school level is a period for adolescents to find their identity and break away from the parental environment. Teenagers in the period of self-discovery need guidance in the form of

values taught by religion or their beliefs. This is because religious values and teachings can guide adolescents to find their true selves without violating their religion's values, morals, and teachings Besari (2022). Therefore, it is necessary to conduct a study to determine the relationship between peer interaction and religiosity level with achievement motivation in high school students, which has never been done before.

METHODS

This research uses a survey research method, namely a quantitative research method, which is carried out by giving questionnaires to respondents (Sugiyono 2018). The objects of this research were students in classes X and XI of SMAN 1 Harapan Bangsa, Banyumas Regency, Central Java.

The sampling technique used a *simple random sampling* technique. The population in this study amounted to 715 students. The sampling technique used in this study was the Slovin technique. The sample in this study amounted to 392 students (52% of the total population) with a significance level of 0.05. The variables operationalised in this study are peer interaction variables (X1), religiosity level variables (X2), and achievement motivation variables (Y). The operationalised hypotheses are "there is a positive relationship between peer interaction and student achievement motivation", "there is a positive relationship between religiosity level and student achievement motivation", and "there is a positive relationship between peer interaction and religiosity level with student achievement motivation".

The questionnaire that has been designed is distributed online using Google form to Respondents. Then, google form automatically collects answers from respondents.

The data that has been obtained is processed using the SPSS programme. The data were analysed using frequency distribution tables to describe the distribution of data, cross tables to determine the tendency of the direction of the relationship between variables, and Kendall's tau correlation to determine the correlation value between variables (Martono 2010). Furthermore, the data were analysed using nonparametric statistics using Kendall's tau correlation statistical test. This study uses Kendall's tau correlation test because the variables tested are ordinal scales (Sugiyono 2018).

The collected data were then tested for validity and reliability to ensure accuracy and consistency of measurement. The *Pearson Product Moment* analysis using the

SPSS application conducted the validity test. Then, the reliability test uses the *Alpha Conbach* formula with the SPSS application.

The result of the data validity test using the product-moment correlation method.

Table 1 Validity Test Result

Sign. Value per Indicator		
Peer Interaction	**Level of Religiosity**	**Achievement Motivation**
X1.3: 0.000	X2.5: 0.000	Y1: 0.000
X1.8: 0.000	X2.6: 0.000	Y2: 0.000
X1.9: 0.000	X2.7: 0.000	Y3: 0.000
X1.10: 0.000	X2.8: 0.000	Y5: 0.000
X1.11: 0.000	X2.9: 0.000	Y7: 0.000
X1.13: 0.000	X2.10: 0.000	Y12: 0.000
X1.14: 0.000	X2.11: 0.000	Y13: 0.000

Source: primary data, 2024

A significance score of 0.000 suggests that every questionnaire question item is valid based on the validity test findings.

Tabel 2 Reability Test Result

Variabel	Koefisien Alpha Conbach	Keterangan
Motivasi berprestasi	.709	High
Interaksi teman sebaya	.712	High
Tingkat religiusitas	.544	Middle

Source: primary data, 2024

Table 2 shows that variables Y and X1 are in the high category, then variable X2 is in the medium category. Variables Y, X1 and X2 are declared reliable.

RESULT AND DISCUSSION
Interaction variables with peers

Meetings between students and their classmates at school occur more frequently during adolescence than with friends at home or on social media (Damayanti et al., 2021). Because of this, children feel more connected to their schoolmates than those they meet at home or on social media. Due to their proximity, students frequently engage in activities or group projects, which fosters significant interpersonal connections. Students feel welcomed by their peer group as a result of this engagement. People tend to feel more confident and self-assured when their friends accept them.

The following indicators can explain respondents' interactions with their peers.

Table 3 Respondents feel that peers are happy when interacting with them

Category	Frequency	Percentage (%)
Never	4	1%
Sometimes	102	26%
Often	144	36%
Always	142	36%
Total	392	100%

Source: primary data, 2024

Table 3 shows that most respondents felt accepted by their peers when interacting with them. As many as 36% of respondents often felt that their friends received their presence.

Table 4 Respondents have high-achieving peers

Category	Frequency	Percentage (%)
Fewer achievers	81	20,7%
More achievers	166	42,3%
Everyone is an achievers	145	37,0%
Total	392	100%

Source: primary data, 2024

Table 5 Respondents responses regarding the statement
"my friends have a high achievement motivation."

Category	Frequency	Percentage (%)
Strongly disagree	1	3%
Disagree	13	3,3%
Agree	233	59,4%
Strongly agree	145	37%
Total	392	100%

Source: primary data, 2024

Tables 4 and 5 show that most responders have many peers who are achievers. According to 42.3% of respondents, they had more achiever friends than non-achievers, and 37% said they had them exclusively. Subsequently, 37% of respondents strongly agreed, and 59.4% felt their peers had an excellent drive for achievement. Melia, one of the respondents, said that most of her friends were achievers during the interview. These accomplishments take the shape of academic successes, such as placing in the top five of the class and competing in the National Science Olympiad (OSN). According to respondents, peers were highly motivated to achieve to win in class.

Table 6 The respondent's desire to enhance achievement motivation

Category	Frequency	Percentage (%)
Disagree	7	1,8%
Agree	172	43,9%
Strongly agree	213	54,3%
Total	392	100%

Source: primary data, 2024

Table 6 shows that most responders want to boost their achievement motivation. Increased achievement motivation was indicated by 43.9% of respondents, and high agreement was indicated by 54.3%. A responder called Azmi stated that he wished to boost his accomplishment motivation based on the outcomes of interviews with him. The student who is responding is among the best in the class. In one recitation competition, he placed third. The answer did, however, state that he was not happy with the title he had won and that he had attempted to boost his achievement drive by working harder in his studies to win the championship.

Table 7 Peer support for the respondents

Category	Frequency	Percentage (%)
Never	14	3,6%
Sometimes	91	23,2%
Often	139	35,5%
Always	148	37,8%
Total	392	100%

Source: primary data, 2024

Tables 7, 8 and 9 show that most respondents stated that their friends always provide support. A total of 37.8% of respondents said they always get support from their friends, and 35.5% of respondents stated that they often get support from their peers. Peer support is in the form of an attitude of cooperation between the two. This cooperation is manifested in an attitude of mutual tolerance and mutual assistance. The attitude of helping each other is exemplified by doing assignments together, helping each other with assignments when experiencing difficulties, providing motivation to

achieve each other, sharing related subjects, giving praise when successful, and providing information related to competitions in academic and non-academic fields that aim to support the respondent's abilities.

Table 8 Respondents get praise from friends when they achieve achievements

Category	Frequency	Percentage (%)
Never	6	1,5%
Sometimes	140	35,7%
Often	138	35,2%
Always	108	27,6%
Total	392	100%

Source: primary data, 2024

Table 9 Peers often provide information about competition events to respondents

Category	Frequency	Percentage (%)
Never	87	22,2%
Sometimes	191	48,7%
Often	73	18,6%
Always	41	10,5%
Total	392	100%

Source: primary data, 2024

Tables 8 and 9 show that most respondents get support from peers. 35.2% of respondents received praise from friends when they made achievements, and 48.7% of peers sometimes provided information about competition events to respondents. Giving praise and information about competition events is a form of peer support to respondents to increase their achievement motivation.

Variable level of religiosity

The ability to uphold and put into practice one's religious beliefs characterises a respondent's level of religiosity, which is measured by their level of spiritual maturity. Religiously inclined respondents will follow their religion's prescribed path of action.

Table 10 They begin their activities with a prayer

Category	Frequency	Percentage (%)
Never	1	0,3%
Sometimes	39	9,9%
Often	87	22,2%
Always	265	67,6%
Total	392	100%

Source: primary data, 2024

Table 10 shows that most respondents started their activities by praying first. Up to 67.6% of those surveyed said they always begin their activities with prayer. According to the findings of an interview with a respondent named Azmi, the respondent said he always started his day with prayer. He feels that if he prays, doing tasks will come more easily to him.

Table 11 Respondents responses regarding the statement
"Learning is one form of worship that is required by my religion."

Category	Frequency	Percentage (%)
Disagree	3	0,8%
Agree	146	37,2%
Strongly agree	243	62%
Total	392	100%

Source: primary data, 2024

Tables 11 and 12 show how far respondents know the obligation to study in their religion. Up to 62% of respondents concurred that education is a religiously mandated worship. Table 9 also displays the respondents' understanding of their study responsibilities. Up to 76.5% of respondents are familiar with the scriptures about their religion's duties.

Table 12 The respondent's knowledge regarding the verses that mention the obligation to learn

Category	Frequency	Percentage (%)
Not know	25	6,4%
Surah Al-Alaq	300	76,5%
Other surahs	58	14,8%
Evidence	9	2,3%
Total	392	100%

Source: primary data, 2024

Respondents knew that Surah Al-Alaq contains the teaching that learning is an obligation in Islam. The command regarding the obligation to learn is contained in Surah Al-Alaq verses 1-5. Verses 1-5 emphasise the importance of reading, seeking knowledge and gaining better understanding through learning (Putri et al. 2023). Respondent's knowledge of the verses regarding the obligation to learn shows that respondents know that learning is mandatory in their religion.

Table 13 Respondents responses regarding the statement
"Religion teaches that everyone should strive for success"

Category	Frequency	Percentage (%)
Disagree	1	0,3%
Agree	102	26%
Strongly agree	289	73,7%
Total	392	100%

Source: primary data, 2024

Table 14 Respondents responses regarding the statement "Religion teaches the
attitude for perseverance when faced with failure in achieving success"

Category	Frequency	Percentage (%)
Strongly disagree	3	0,8%
Disagree	1	0,3%
Agree	121	30,9%
Strongly agree	267	68,1%
Total	392	100%

Source: primary data, 2024

Tables 13 and 14 show that most respondents stated that religion teaches the nature of always trying and never giving up when achieving success. Up to 73.7% of respondents strongly agreed that religion encourages people to strive for success. Then, up to 68.1% of participants said that religion instils the virtue of perseverance even in the face of setbacks. According to the results of an interview with a respondent named Azmi, religion instils in its followers the value of perseverance and hard work to succeed. According to the respondents, their faith instils in followers the mentality of never giving up on the future. The respondent attempted to enter the recitation competition again after failing the first time around in an attempt to win the championship. The answer is that if he works hard and adopts a never-give-up mentality, he would eventually get results that are proportionate.

Table 15 Religion teaches the value of honesty when achieving succes

Category	Frequency	Percentage (%)
Disagree	1	0,3%
Agree	120	30,6%
Strongly agree	271	69,1%
Total	392	100%

Source: primary data, 2024

Table 15 shows that most respondents stated that religion teaches honesty when achieving achievements. Up to 69.1% of respondents strongly agreed that religious teachings encourage honesty in pursuing goals. According to the findings of an interview with respondent Azmi, religion instructs people to be honest in pursuing their goals. According to the answer, he never cheated or tried to cheat when taking examinations or competing. Because he was aware that cheating was wrong and against his religion, the respondent took this action. Aside from that, he is aware that the faith he follows promotes integrity. He does not, therefore, cheat because it is wrong to do so.

Table 16 Respondents responses regarding the statement
"Students who are diligent in worship have high achievement motivation"

Category	Frequency	Percentage (%)
Disagree	21	5,4%
Agree	192	49%
Strongly agree	179	45,7%
Total	392	100%

Source: primary data, 2024

Table 17 Respondents' responses regarding the statement

"Students who pray diligently will easily achieve"

Category	Frequency	Percentage (%)
Disagree	15	3,8%
Agree	192	49%
Strongly agree	185	47,2%
Total	392	100%

Source: primary data, 2024

Tables 16 and 17 show that the majority of respondents stated that if they diligently worship and pray, they will have high achievement motivation and achieve success quickly. According to as many as 49% of respondents, kids who regularly pray are highly motivated to succeed. Then, up to 49% of participants concurred that it would be simple to achieve if one prayed. According to an interview with a respondent named Azmi, the respondent always began his activity with prayer. According to the respondents, completing their tasks will be simpler if they start with prayer. Before beginning any exam or competition, the respondent always prays because he thinks it will make it easier for him to succeed.

Achievement motivation variable

Achievement motivation is an essential factor for respondents that is useful for achieving a desired achievement.

Table 18 Respondents' responses regarding the statement
"Every student must have achievements"

Category	Frequency	Percentage (%)
Strongly disagree	2	0,5%
Disagree	46	11,7%
Agree	195	49,7%
Strongly agree	149	38%
Total	392	100%

Source: primary data, 2024

Table 19 Respondents' responses regarding the statement
"Students who excel are definitely successful"

Category	Frequency	Percentage (%)
Strongly disagree	8	2%
Disagree	169	43,1%
Agree	160	40,8%
Strongly agree	55	14%
Total	392	100%

Source : primary data, 2024

Table 18 shows that most respondents stated that they must have achievements. 49.7% of respondents believed that each respondent needed to have accomplished something. Table 19 demonstrates that 40.8% of participants concurred that successful people are unquestionably successful. All respondents felt that success is crucial and everyone ought to obtain it. This is because an accomplished person has a higher likelihood of success.

Table 20 Respondents' responses regarding the statement
"High achieving students usually get special treatment at school"

Category	Frequency	Percentage (%)
Strongly disagree	5	1,3%
Disagree	42	10,7%
Agree	198	50,5%
Strongly agree	147	37,5%
Total	392	100%

Source: primary data, 2024

Table 20 shows that most respondents stated that students who excel usually receive preferential treatment at school. Up to 50.5% of respondents said that superior students will be given preferential treatment. Students who perform exceptionally well would be given extra consideration by teachers and classmates, according to the findings of interviews with a responder named Azmi. In the classroom, this treatment can take the form of the teacher praising the student, having more opportunities to compete in academic or extracurricular fields based on their interests and talents, and having others view them as intelligent students.

Table 21 Respondents' responses regarding the statement, "If my friends make achievements, I have to make achievements that are superior to my friends"

Category	Frequency	Percentage (%)
Strongly disagree	3	0,8%
Disagree	61	15,6%
Agree	245	62,5%
Strongly agree	83	21,2%
Total	392	100%

Source: primary data, 2024

Tables 21 and 22 show that most respondents wanted achievements that were superior to those of their friends and superior to those they had previously obtained. Up to 62.5% of respondents agreed they should achieve superior achievements than their friends. Then as many as 70.7% of respondents stated that they had to gain better achievements than they had previously achieved.

Table 22 Respondents' responses regarding the statement "I have to get better achievements"

Category	Frequency	Percentage (%)
Disagree	3	0,8%
Agree	112	28,6%
Strongly agree	277	70,7%
Total	392	100%

Source: primary data, 2024

Tables 23 and 24 show that most respondents stated that they had tried optimally and were optimistic about achieving achievements. 58.7% of those surveyed said they made every effort to accomplish their goals. Then, 64.5% of those surveyed said they had high hopes for winning the competition. According to the findings of interviews

with respondents going by the name Azmi, respondents constantly try to succeed as much as possible.

Table 23 Respondents' responses regarding the statement
"I strive optimally to achieve the desired achievement target"

Category	Frequency	Percentage (%)
Disagree	8	2%
Agree	230	58,7%
Strongly agree	154	39,3%
Total	392	100%

Source: primary data, year 2024

Table 24 Respondents' responses regarding the statement
"I am optimistic that I will win the competition"

Category	Frequency	Percentage (%)
Strongly disagree	2	0,5%
Disagree	57	14,5%
Agree	253	64,5%
Strongly agree	80	20,4%
Total	392	100%

Source : primary data, year 2024

The respondent was similarly hopeful about winning the title but never gave up, even after his attempt failed. This was seen when the respondent attempted to compete in the recitation competition again after placing third and feeling unsatisfied with his victory.

Correlation Test Results

Based on the results of filling out the questionnaire by respondents in this study, the research results can be seen in the following table.

Table 25 Relationship between peer interactions and achievement motivation

Peer interactions	Achievement motivation		
	Low	High	Total
Low	123 (67,2%)	60 (32,8%)	183 (100%)
High	84 (40,2%)	125 (59,8%)	209 (100%)
Total	207 (52,8%)	185 (47,2%)	392 (100%)

Source: primary data, 2024

Table 25 shows that the majority of respondents who have low achievement motivation are respondents who have low-quality peer interactions (67.2%). On the other hand, most of the respondents with high achievement motivation had high-quality peer interactions (59.8%). These results indicate that peer interaction has a positive relationship with achievement motivation.

A coefficient value of 0.27 was found in the correlation test findings between the achievement motivation variable (Y) and the peer interaction variable (X1). Because the p-value is $0.00 < \alpha\ 0.05$ at the 99% significance level (0.01), a p-value of 0.00, or significance of 0.00, shows that the association between the two variables is very significant. Accepted is H1, which claims that "student achievement motivation and peer interaction have a positive relationship".

One of the socialisation factors that might mould a student's character is their educational environment. In line with Mead (2018), social interaction has a significant role in shaping students' personalities. According to Mead, people engage with their social surroundings, particularly their educational environment, to develop their identity and social ideals (Ritzer 2014). Interaction with peers, teachers, and the educational system facilitates school socialisation. Schools function as socialisation agents by imparting values, customs, and guidelines relevant to local communities (Virdi et. al 2023).

Socialisation theory states that students must learn appropriate behaviour patterns to interact with their classmates. As a result, students attempt to fit in with their peers' social positions to fit in with their surroundings. Students who have high-achieving pals may try to emulate their classmates' success. Students attempt to raise their accomplishment motivation, as shown in tables 4 and 6, to attain good results similar to those of their friends. Students make an effort to fit in with their peers. In addition, students need to fit in with their peer group fuels their ambition to succeed (Maheni 2019).

The school environment serves as a socialisation tool and provides a platform for kids to compete and accomplish goals. Peers and students might compete in the classroom to achieve goals. Students will be inspired to succeed like their friends when they witness their peers succeeding. Students will experience the FOMO (fear of missing out) phenomenon, which is the temptation to follow their peers. Students often

strive to perform at the same level as their mates because they fear falling behind their peers. The phenomenon above transpires due to the traits of easily persuaded, quickly attracted, and imitative persons transitioning into puberty (Santoso and Prasetyo 2021). (Darwis 2019) Tables 6 and 21 it show the students' desire to increase their achievement motivation and try to achieve superior achievements to their friends.

As places where students socialise, schools also instil a competitive mentality in their students. This culture manifests itself in the practice of rewarding students for their accomplishments (Gunawan 2023). According to the findings of an interview with respondent Azmi, educators at his school frequently give special recognition to students who achieve. There's little doubt that this will motivate kids to strive for more tremendous success. Students will do well if they are encouraged to achieve. He can become an exceptional student in this method, and teachers at school will frequently commend him for it.

Table 26 shows that the majority of respondents with low achievement motivation have a low level of religiosity (74.6%). On the other hand, most of the respondents with high achievement motivation were respondents with a high level of religiosity (58.5%). These results indicate that the level of religiosity has a positive relationship with achievement motivation.

Table 26 Relationship between level of religiosity and achievement motivation

Peer interactions	Achievement motivation		
	Low	High	Total
Low	100 (74,6%)	34 (25,4%)	134 (100%)
High	107 (41,5%)	151 (58,5%)	258 (100%)
Total	207 (52,8%)	185 (47,2%)	392 (100%)

Source: primary data, 2024

A correlation value of 0.315 was found in the correlation test between the accomplishment motivation variable (Y) and the religiosity level variable (X2). Because the p-value is $0.00 < \alpha\ 0.05$ at the 99% significance level (0.01), a p-value of 0.00, or significance of 0.00, shows that the association between the two variables is very significant. Accepted is H1, which claims that "achievement motivation and religiosity level are positively correlated."

Schools play a significant role in shaping students' morality. Students' morals must be shaped in schools to have positive attitudes, behaviours, and habits (Arafah 2019). Students can develop this by being taught a religious mindset. The influence of religion on students' attitudes and behaviours is significant. Mulya & Sulaiman (2022)It asserts that religion imparts virtues to its followers, including diligence, self-control, responsibility, honesty, and the ability never to give up. Because good values boost student morale, schools need to be able to foster these values in their students. It is intended that these admirable principles will manifest in students and serve as standards for behaviour, particularly when it comes to attaining success.

The positive value of honesty in religious teachings can make students aware of how to compete well. Honesty is one of the spiritual teachings that must be obeyed, so students with a high level of religiosity must try to follow the teachings of this religion. Table 15 shows that students try to achieve achievements honestly. Students with high religious values will try to achieve achievements well and honestly. One way to achieve this achievement is to study hard (Arsa et al. 2022).

Students with strong religious convictions will work hard in their studies in an honest effort to succeed. Students will attempt to enhance their motivation to succeed inadvertently to attain accomplishments honestly. Tables 13 and 14 demonstrate that students need to put in much effort to achieve good and honest results. According to the Protestant ethical theory put forth (Weber 2006), people need to be passionate about their work to succeed in the world. Weber claims that the Protestant ethic's religious principles inspire the spirit to work hard. Weber is aware that Protestant ethics are closely related to adaptability, zeal, work ethic, and passion (Putri 2022). The work ethic that Weber refers to includes hard work, frugal living, and discipline. Individuals with a work ethic are those with an obsession or do something beneficial, which is part of their religious teachings (Zulkarnain 2020).

Religion shapes students' work ethic-related views, according to Protestant ethics teachings. Students with strong work ethics will strive to succeed by working hard and according to their religion's teachings. Protestant ethical teachings strongly emphasise the need for discipline and hard effort for students to succeed. Students who possess these qualities discipline, responsibility, honesty, and hard work, then strive to fulfil their goals, including the drive for success.

Educating students about religion can also help them develop a disciplined and responsible mindset. High religiosity among students is typically accompanied by a high degree of discipline and accountability (Rahmad & Kibtiyah 2022). High religiosity students usually take responsibility for fulfilling their religious duties. Students can use this accountability and self-control to succeed. High-accountability and disciplined students will try to motivate themselves to achieve more. This results from students' awareness of their responsibilities to fulfil academic and extracurricular goals in the classroom.

The Relationship between peer interaction and level of religiosity with student achievement motivation

The results of the correlation test, together with the peer interaction variable (X1) and the level of religiosity (X2) with the achievement motivation variable (Y), obtained a coefficient value of 0.092. The p-value or significance of 0.00 indicates that the relationship between the two variables is very significant because the p-value of $0.00 < \alpha\ 0.05$ at the 99% significance level (0.01). H3, which reads, "There is a positive relationship between religiosity level and achievement motivation", is accepted.

The role of peers in student life contributes to student behaviour at school. Students learn many things about life from their peers at school. The lessons students receive from these peers are then imitated and displayed by students. Therefore, if students interact with peers who behave positively and teach good and right things, then students will exhibit positive behaviour as well (Rusman 2022).

Students who have peers with high levels of religiosity tend to be encouraged to increase achievement motivation. Religious peers often demonstrate positive values such as honesty, discipline, responsibility and hard work. The values of these peers encourage students to imitate their peers. Then, these values will be implemented in everyday life. These values can also provide moral encouragement for students to do better. If students have peers who excel and have a high level of religiosity, then students will have a supportive and inspiring social environment. This can create a healthy competitive atmosphere so that students can be motivated to achieve achievements like their friends, as a form of self-actualisation and spiritual responsibility (Rusman 2022).

CONCLUSION

The results showed a positive relationship between peer interaction and religiosity level with motivation for student achievement. The study's results confirm that peer interaction has an important role in encouraging student achievement motivation. Peers who excel can motivate students to achieve. Social support in the form of cooperation and peer support can promote and increase student motivation to achieve. The level of religiosity embedded in students has implications for achievement motivation. Students who have high religious values will instil and imply positive values in their daily lives. Students with high religiosity tend to believe that achievement must be obtained honestly and does not violate the teachings of their religion. To get good and honest achievements, students must try hard to achieve these achievements by increasing their achievement motivation and studying hard. In addition, students who have peers with high levels of religiosity tend to be encouraged to increase achievement motivation. If students have peers who excel and have a high level of religiosity, then students will have a supportive and inspiring social environment.

The findings in the study have implications for developing strategies related to growing students' achievement motivation, especially at SMA Negeri 1 Harapan Bangsa. The study's conclusions can also be used to strengthen and support the theories, such as socialisation theory and Calvinism. However, this research still has many shortcomings, including the low relationship results. The low relationship between the three variables may be due to other variables related to achievement motivation that have not been identified or analysed in depth. On this basis, it is hoped that there will be other findings that can develop research on student achievement motivation.

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