# THE INFLUENCE OF E-LEARNING AS LEARNING MEDIA  USAGE AND PEERS ON THE LEARNING INTEREST  OF SMK STUDENTS MAJORING IN BPD

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## Abstract

*Interest is a sense of preference or interest in an activity indicated by a desire, a tendency to pay attention to the activity without being told by anyone, performed with self-awareness and followed by a sense of pleasure. Unfortunately, students' learning enthusiasm remains low at SMKN 1 Ponorogo, particularly in class X of the BDP major. It was shown by the observation result that there were 35% of students accessed applications other than e-learning during the learning process, such as opening the Tik Tok, Instagram, and Snack Video applications. Also, 20% of students were chatting with their friends about topics other than the subject matter during the learning process, like discussing rising KPOP members and trending outfits. Therefore, it is necessary to study more deeply about the factors influencing the students' low interest in learning. Internal and external factors influence interest in learning. Internal factors consist of physical factors and psychological factors. On the other hand, external factors consist of family, school, and community factors. This study was designed with a quantitative approach, the analytical technique used is the classical assumption test of simple linear regression and multiple linear regression. from the results of this study, it was found that e-learning and peer learning media had an effect on student interest in learning at SMKN 1 Ponorogo in the 2021/2022 academic year.*
*Keywords: Influence, E-Learning as Learning Media, Peers Group, Interest to Learn*

## Introduction

Education is an important need to improve the quality of human resources. It has also been included in  Undang-undang Republik Indonesia No. 20 Tahun 2003 about Sistem Pendidikan Nasional Pasal 1 it is stated that education is a conscious and planned effort to create a learning atmosphere and the learning process of students actively developing their potential to have spiritual, religious, self-control, personality, intelligence, noble character, as well as the necessary skills of themselves, society, nation, and state.[1]

There needs to be an effort to create a learning atmosphere and student learning process as mentioned above. One of the most dominant in making it happen is the teacher. A teacher not only acts as a facilitator and mediator, but is also required to be able to act as a motivator to raise the enthusiasm and encouragement of students in learning by using various teacher teaching skills that are appropriate and in accordance with the needs of students. Learners can increase their interest in learning if they become ready to learn. The readiness of students' learning seems to be in the focus on learning, being able to participate,

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[1] Depdiknas, *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, 2003.*

listening to the teacher's explanation, asking questions when there is something that is not understood and so on.[2]

Interest is a sense of being more pleased in an activity that refers to attraction, the similarity to enjoying an activity without any element of coercion, carried out withone's own self-awareness and accompanied by a feeling of pleasure.[3] Interest affects the learning of students, because if the teaching material to be delivered is not in sync with the interests of students, then they will not learn as well as possible, because they are not interested.[4]

A learner's interest in the learning process between students and one another is not the same. Students who have a high interest in learning will be easier to accept the subject matterconveyed by the teacher. Meanwhile, students who have a low interest in learning are more difficult to accept the subject matter because there is no interest in themselves to be curious.[5]

SMKN 1 Ponorogo is one of the educational institutions with a large number of students, namely 1,443 students and educational institutions that utilize information technology, known as the concept of e-learning learning. At the end of July 2020, SMKN 1 Ponorogo conducted a trial to finalize the learning system using e-learning, and the use of e-learning is still being used in the 2021/2022 school year. Pthere is on Thursday, December 2, 2021, researchers made observations at SMKN 1 Ponorogo. Based on these observations, researchers found phenomena that resulted in low student interest in learning.

There are 35% of students accessed applications other than e-learning during the learning process, such as opening the Tik Tok, Instagram, and Snack Video applications. This should not happen, because in the process of learning in the classroom the student is supposed to focus his attention on learning. The use of cellphones needs to be given time management so that students can focus more on studying in class. This phenomenon is relevant to the research conducted by Indri Kristiwati, Irfan, dan Arifuddin. Based on this research, it is known that students who focus their attention more on playing cellphones than for learning will affect their interest in learning. Because mobile phones are only used to play, not as a learning medium. During daily tests or semester tests, there are not a few students who misuse cellphones to find answers on Google. This makes students lazy to study which results in a decrease in students' interest in learning.[6]

There are 20% of students who chat with their friends outside the subject matter during the learning process. Friends studying in the classroom or more commonly referred to as peers have a great influence on the learning of students. for peers are the closest people to students while in school. As a good friend, he should have a good influence on his friend. This phenomenon is relevant to the research conducted by Muhammad Abdul Aziz, Ewo Tarmedi, Sunarto H. Untung. Based on this research, it is known that many students interfere with other students' learning activities during learning, they do not pay attention and chat with their friends when the teacher delivers the subject matter. Peers have an important role in the teaching and learning process. Together with peers students can create study groups, so that it is possible to exchange ideas to solve problems, for example, schoolwork or

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[2] Suci Trismayanti, *Strategi Guru dalam Meningkatkan Minat Belajar Peserta Didik di Sekolah Dasar,* Universitas Islam Riau Pekanbaru, Vol. 12 No. 2, 2019, 144.

[3] Trygu, *Teori Motivasi Abraham H. Maslow dan Hubungannya dengan Minat Belajar Matematika Siswa,* (Bogor: Guepedia, 2021), 23.

[4] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhi,* (Jakarta: PT Rineka Cipta, 2013), 57.

[5] *Ibid.,* 57.

[6] Indri Kristiwati, Irfan, Arifuddin, "*Dampak Handphone Android Terhadap Minat Belajar Siswa Kelas XI IPS di SMAN 3 Kota Bima"*, Pendidikan Sosiologi Vol. III No. 1 (Desember 2019), 50.

discussing learning difficulties, then studying together before facing school exams or providing mutual motivation between students in learning.[7]

Based on the description above, it can be concluded that in the teaching and learning process, problems must arise. From these problems, according to researchers, there is a need for efforts to develop students' interest in learning. Because interest in learning is very important for students' success in learning. Students will concentrate if they have an interest in learning, so that with this concentration the learning material delivered by the educator is easy to understand.

Interest in learning is influenced by internal and external factors. Internal factors consist of physical factors and psychological factors. While external factors consist of family factors, school factors, and community factors. From these factors, researchers focus more on external factors, namely learning media that are in school factors, and peers who are in school and community factors. As explained above, learning media and peers affect students' interest in learning. Interest in learning will increase if the use of learning media is appropriate. Before choosing the learning media to be used, teachers should consider the teaching objectives, lesson materials, teaching methods, consider the tools available, student abilities and learning situations. On the other hand, peers also have a role in increasing students' interest in learning. Because if peers give a positive influence, the impact will be positive, and vice versa, if peers give a negative influence, it will have a negative impact.

## Method

In this study, researchers use a quantitative research approach. This type of quantitative research produces some findings that can be achieved using some statistical procedure or other means of quantitative. The quantitative approach focuses more on symptoms or phenomena that have certain characteristics in human life, which are called variables. Quantitative approach to the nature of its relationship among the variables analyzed using objective theories.[8]The independent variable is the use of e-learning learning media $(X_1)$, and peers $(X_2)$. While the dependent variables (Y) is the learning interest of class X students majoring in BDP at SMKN 1 Ponorogo school year 2021/2022. The population in this study was all class X students majoring in BDP at SMKN 1 Ponorogo totaling 105 people. The sampling technique used to determine the number of samples is random sampling. To calculate the sample size is based on 5% error, so the sample obtained has 95% confidence in the population. The number of samplings refers to the krejcie table, which is 78. Data collection techniques use questionnaires. The data analysis techniques used in this study are validity tests and reliability tests.

## Result and Discussion

Before distributing the questionnaire to the respondents, the researcher conducted a validity test to find out whether the questionnaire was valid or not. In a validity test using the aiken formula, the entire statement or item can be said to be valid because the hinted value is at least 0,80. Reliability tests were carried out on all questionnaire items with the results of the Cronbach Alpha value was 0,768 for the use of e-learning learning media, the Cronbach Alpha value was 0.801 for peers, and the Cronbach Alpha value was 0,807 for student learning interests. The figure is greater than the table r of 0,6, so it can be concluded that all three

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[7] Muhammad Abdul Aziz, Ewo Tarmedi, Sunarto H. Untung, *"Hubungan antara Kelompok Teman Sebaya dengan Prestasi Belajar Siswa"*, Mechanical Engineering Education Vol. 2 No. 2 (Desember 2015), 234.

[8] I Made Laut Mertha Jaya, *Metode Penelitian Kuantitatif dan Kualitatif,* (Yogjakarya: Anak Hebat Indonesia, 2020), 6.

instruments are reliable. The classical assumption test uses a normality test, a multicollinearity test, a linearity test, a heteroskedasticity test, and a homogeneity test. Meanwhile, the hypothesis test uses a simple linear regression analysis test, and a multiple linear regression test.

Based on the questionnaire distributed to respondents, a total of 105 class X students majoring in BDP at SMKN 1 Ponorogo, a random number of 78 students was taken to process the data. Data was obtained that the use of e-learning learning media in the category was quite good with a total of 48 respondents or with a percentage of 61,5%. For peer data in the category is quite good with the number of 48 or with a percentage of 62,8%, and for the interest in learning students in the moderate category with an amount of 55% or with a percentage of 71,7%.

Furthermore, from the data, classical assumption tests were carried out, namely normality tests, multicollinearity tests, linearity tests, heteroskedasticity tests, and homogeneity tests. Based on the normality test on the use of e-learning learning media with Kolmogorof-Smirnov showing a Sig. value of 0,033 and Shapiro-Wilk showing a Sig value. 0,087. While peers with the Kolmogorof-Smirnov test showed a Sig. value of 0,010 and Shapiro-Wilk showed a Sig value. 0,020. And interest in learning with the Shapiro-Wilk test shows a Sig value. 0,055. Because the significance value of e-learning learning media, peers and interest in learning > 0,05, it can be concluded that the data are normally distributed.

Based on the multicollinearity test it is known that between free variables does not occur multicollinearity. Whereas with the linearity test it is known that the sig value. Deviation from linearity of 0,172. Because the sig 0,172 > 0,05, it can be concluded that $H_0$ is rejected so that it can be interpreted that the linearity test has a linear relationship between the variables of the use of e-learning learning media and students' interest in learning. Then there is a linear relationship between peer variables and students' interest in learning with evidence of sig grades. Deviation from linearity of 0,250. And there is a linear relationship between the use of e-learning learning media and peers, to students' interest in learning with evidence of sig values. Deviation from linearity of 0,072. Heteroskedasticity test using Scatterplot and using ANOVA table. Based on Scatterplot's use of e-learning learning media, peers, and students' interest in learning, the spreading points do not form a specific pattern either increasing or decreasing, so heteroskedasticity does not occur. And based on the ANOVA table of the heteroskedasticity test obtained the result that no heteroskedasticity occurred. Based on the homogeneity test of the use of e-learning learning media, peers, and students' interest in learning have the same variance.

**Hypothesis Test**
1. *Analysis Of The Impact of using E-Learning As Learning Media on the' Learning Interest of Class X Students Majoring in BDP at SMKN 1 Ponorogo School Years 2021/2022*

Table 4.1

*Using E-learning as Learning* (X₁) *towards Interest in Learning* (Y)

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .516ª | .267 | .257 | 3.344 |
| a. Predictors: (Constant), Media Pemb. E-Learning <br> b. Dependen variable : Minat Belajar | | | | |

Scores *R Square or R² = 0,267* contains meaning *26,7%* interest in learning affected by variables using e-learning as learning. While the scores *of 73,3% (100%-*

*26,7%)* influenced by others. So using e-learning as learning have as much effect as possible 27% towards students' interest in learning at SMKN 1 Ponorogo.

Table 4.2

*Using E-learning as Learning* $(X_1)$ *towards Interest in Learning* (Y)

| ANOVA[a] | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Model | | | | | | |
| 1 | Regression | 309.053 | 1 | 309.053 | 27.645 | .000[b] |
| | Residual | 849.626 | 76 | 11.179 | | |
| | Total | 1158.679 | 77 | | | |
| a. Dependent Variable: Minat Belajar | | | | | | |
| b. Predictors: (Constant), Media Pemb. E-Learning | | | | | | |

Table 4.2 show $F_{hitung}$ 27.645 and *sig.* 0,00 < 0,05, this suggests that regression models are significantly usable. So it can be concluded that there is an influence on the use of e-learning learning media  on students' learning interests.

Table 4.3

*using E-learning as Learning* $(X_1)$ towards Student Learning Interests (Y)

| Coefficients[a] | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| Model | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 50.470 | 9.226 | | 5.471 | .000 |
| | Media Pemb. E-Learning | .635 | .121 | .516 | 5.258 | .000 |
| a. Dependent Variable: Minat Belajar | | | | | | |

Scores constant great 50,470 and scores using E-learning as Learning of 0,635.
So that the regression equation can be written:

$Y=b_0 + b_1 . X_1$

$Y=50,470+0,635.X_1$

In a simple linear regression equation between using e-learning as learning terhadap student interest in learning that grades Y will increase if the scores $X_1$ raised in scores.

2. ***Analysis Of The  Impact of peers  on the' Learning Interest of Class X Students Majoring in BDP at SMKN 1 Ponorogo School Years 2021/2022***

Table 4.4

*Peers* $(X_2)$ *towards Interest in Learning* (Y)

| Model Summary | | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|---|
| Model | | | | | |
| 1 | | .607[a] | .369 | .360 | 3.103 |
| a. Predictors: (Constant), Teman Sebaya | | | | | |

Scores R² of 0,369. Scores tersebut menggambarkan bahwa variabel teman sebaya $(X_2)$ have as much effect as possible 36,9 % of the interest in learning class X students majoring in BDP SMKN 1 Ponorogo and 63,1% others are influenced by other factors.

Table 4.5
*Peers (X$_2$) towards Interest in Learning (Y)*

| ANOVA[a] | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 426.977 | 1 | 426.977 | 44.349 | .000[b] |
| | Residual | 731.702 | 76 | 9.628 | | |
| | Total | 1158.679 | 77 | | | |
| a. Dependent Variable: Minat Belajar | | | | | | |
| b. Predictors: (Constant), Teman Sebaya | | | | | | |

$F_{hitung}$ 44,349 and sig. 0,00 < 0,05 this suggests that regression models are significantly usable. So it can be concluded that there is an influence of peers on students' interest in learning.

Table 4.6
*Peers (X$_2$) towards Interest in learning (Y)*

| Coefficients[a] | | | | | | |
|---|---|---|---|---|---|---|
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| Model | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 48.034 | 7.652 | | 6.278 | .000 |
| | Teman Sebaya | .605 | .091 | .607 | 6.660 | .000 |
| a. Dependent Variable: Minat Belajar | | | | | | |

Scores constant of 48,034 and scores peers of 0,605. So that the regression equation can be written:

$$Y = b_0 + b_1 . X_2$$
$$Y = 48,034 + 0,605.X_2$$

In a simple linear regression equation between peers to the student's interest in learning that scores Y will increase if the scores $X_2$ raised in scores.

3. ***Analysis Of The Impact of using E-Learning As Learning Media and Peers on the' Learning Interest of Class X Students Majoring in BDP at SMKN 1 Ponorogo School Years 2021/2022***

Table 4.7
*using E-Learning as Learning (X$_1$) and Peers (X$_2$) towards Student Learning Interests (Y)*

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .659[a] | .435 | .420 | 2.955 |
| a. Predictors: (Constant), Teman Sebaya, Media Pemb. E-Learning | | | | |

Based on the table the magnitude of the double correlation scores (R) of 0,659 and the magnitude of the influence of related variables called the coefficient of determination R Square (R²) of 0,435 which means between variables $X_1$ and $X_2$ towards Y of 43,5% and 56,5% influenced by other factors that did not participate in the study.

Table 4.8

*using E-Learning As Learning ($X_1$) and Peers ($X_2$) towards Interest in learning (Y)*

| Coefficients[a] | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| Model | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 32.267 | 9.018 | | 3.578 | .001 |
| | Media Pemb. E-Learning | .361 | .122 | .293 | 2.968 | .004 |
| | Teman Sebaya | .465 | .099 | .467 | 4.724 | .000 |
| a. Dependent Variable: Minat Belajar | | | | | | |

Based on the table 4.8 it is known that scores constant of 32,267 and scores using e-learning as learning of 0,361 and scores in peers of 0,465. So that the equation of multiple linear regression can be written:

$Y = b_0 + b_1X_1 + b_2X_2$

$Y = 32,267 + 0,361X_1 + 0,465X_2$

In the equation of multiple linear regressions between impact of using e-learning as learning media and peers on the' learning interest of class X students majoring in BDP at SMKN 1 Ponorogo it can be known that scores (Y) will increase if $X_1$ and $X_2$ raised in scores.

Table 4.9

*using E-Learning as Learning ($X_1$) and Peers ($X_2$) towards Student Learning Interests (Y)*

| ANOVA[a] | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Model | | | | | | |
| 1 | Regression | 503.870 | 2 | 251.935 | 28.856 | .000[b] |
| | Residual | 654.810 | 75 | 8.731 | | |
| | Total | 1158.679 | 77 | | | |
| a. Dependent Variable: Minat Belajar | | | | | | |
| b. Predictors: (Constant), Teman Sebaya, Media Pemb. E-Learning | | | | | | |

It is known that $F_{hitung}$ of 28,856 to a significant degree 0,000. As for determining $F_{tabel}$ can be seen in the distribution table F at the level of significance 0,05 with the formula:

$F_{tabel}$  = Fα(n-k-1)

= F0,05(78-3-1)

= F0,05(74) = 3,13

The conclusion is that $F_{hitung} > F_{tabel}$ and its level of significance 0,000 < 0,05 maka can be seen in the distribution table $H_0$ rejected, so that in this study use of e-learning learning media and peers on the learning interest of class X students majoring in BDP at SMKN 1 Ponorogo.

Based on the results of the statistics above, henceforth discussion and theoretically interrogating the influence the influence of e-learning as learning media usage and peers on the learning interest of SMK students majoring in BPD

1. **the influence of e-learning as learning media usage on the learning interest of SMK students majoring in BPD**

    Based on the results of simple linear regression calculations shows that the use of e-learning as learning media affects students' interest in learning. Evidenced by the calculation of SPSS version 24.0 for windows. From this calculation, a significance value of 0,000 < $\alpha$ (0,05) so that $H_0$ rejected. The magnitude of the coefficient of determination ($R^2$) of 0,267 or 26,7% which can be interpreted to mean that the variables of the use of e-learning learning media($X_1$) have a contribution 26,7% to the variables of student interest in learning (Y) and 73,3% influenced by other factors that were not studied by the researcher.

    Based on the theory of factors affecting the interest in learning it is said that if the student is easy to accept the lesson and master it, then the interest in learning increases and students become more active and more advanced in their learning.[9] So, the use of e-learning learning media in the teaching and learning process in class X BDP SMKN 1 Ponorogo affects the interest in learning, which makes students harder and more advanced in their learning.

    This research is important to know the influence of the use of e-learning learning media($X_1$) towards students' interest in learning (Y). As explained in the first paraghraf that the use of e-learning learning media($X_1$) memiliki kontribusi 26,7% to the variables of student interest in learning (Y), and there is a positive influence on the variable use of e-learning learning media indicated by a positive coefficient of B.

    In line with thesis research conducted by Dinna Septyani Puspita, hasil hypothesis test of his research showed that e-learning has a significant relationship to learning interest, with the significance value of t for the e-learning variable being 0,007 < 0,05.[10] According to the author of this study it is necessary to develop in order to acquire new knowledge or new discoveries as well as to improve previous research from various aspects, for example theory.

2. **The Influence of Peers on the Learning Interest of SMK Students majoring in BDP**

    Based on the results of simple linear regression calculations, it shows that peers have an effect on students' interest in learning. Evidenced by the calculation of SPSS version 24.0. Thecalculation obtained a significance value of 0,00 < $\alpha$ (0,05) so that $H_0$ rejected. The magnitude of the coefficient of determination ($R^2$) as much as it can be interpreted that peer variable ($X_2$) have a contribution 36,9% of student learning interest variables (Y) dan 63,1% others are influenced by other factors that were not studied by researchers.

    Based on the factors that affect the interest in learning, it is said that good peers will have a good influence on students, and vice versa, if peers exert a bad influence then the child will be affected into bad things.[11] So it can be concluded that peers in the teaching and learning process can influence the learning interest of class X BDP students at SMKN 1 Ponorogo.

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[9] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhi*, 67-68.

[10] Dinna Septyani Puspita, "Pengaruh Penggunaan E-Learning terhadap Minat Belajar Siswa Mata Pelajaran Simulasi Digital (TIK) pada SMKN 57 Jakarta", Skripsi (Jakarta: STMIK Nusa Mandiri, 2014), 53.

[11] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhi*, 71.

This research is important to determine the influence of peers on the learning interests of class X BDP students at SMKN 1 Ponorogo. The influence of peers on students' learning interests is in line with research conducted by Pratiwi Indah Sari. In the study, it was explained that peers have a positive and significant effect on students' interest in learning. This means that the better the association of the student, the more interested in learning the student will be.[12]

According to the author of this study it is necessary to develop in order to acquire new knowledge or new discoveries as well as to improve previous research from various aspects, for example theory.

3. **The influence the influence of e-learning as learning media usage and peers on the learning interest of SMK students majoring in BPD**

From the calculation of multiple linear regression tests regarding the use of e-learning learning media and peers on the learning interests of class X students majoring in BDP at SMKN 1 Ponorogo, it was obtained that $F_{hitung} > F_{tabel}$ and its level of significance $0,000 < 0,05$ so $H_0$ rejected, so in this study the use of E-learning learning media ($X_1$) and peers ($X_2$) significantly affects students' interest in learning (Y) class X majoring in BDP at SMKN 1 Ponorogo. The magnitude of the double correlation value (R) of 0,659 and the magnitude of the influence of the corresponding variable is called the coefficient of determination R Square ($R^2$) obtained by 0,435 which means between variables $X_1$ and $X_2$ towards Y of 43,5% and 56,5% influenced by other factors that did not participate in the study.

From the calculations above, it can beascertained in the book written by Slameto that the use of e-learning learning media and peers affects students' interest in learning. According to him, the use of learning media and peers enters into external factors of interest in learning. The use of learning media enters into school factors while peers enter into school and community factors.[13]

This research is important to determine the influence of the use of e-learning learning media($X_1$) and peers ($X_2$) towards students' interest in learning (Y) class X BDP at SMKN 1 Ponorogo. Almost similar to the research conducted by Mariana Erlin Wasa, dkk. In the study, it was explained that there was an influence on the use of gadgets and the peer environment on students' interest in learning. This means that the use of gadgets and the peer environment contribute well to students' interest in learning.[14]

According to the author of this study it is necessary to develop in order to acquire new knowledge or new discoveries as well as to improve previous research from various aspects, for example theory.

From the discussion above, it can be concluded that the test of the influence of variables $X_1$ and $X_2$ on Y has a greater effect than the test of the influence of variables $X_1$ on Y, or $X_2$ on Y.

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[12] Pratiwi Indah Sari, "Pengaruh Ttutor Teman Sebaya terhadap Minat Belajar Siswa Kelas XI pada Mata Pelajaran Ekonomi di SMA Negeri 8 Kota Jambi", Jurnal Ilmiah Dikdaya, Vol. 10 No. 1 April 2020, 25.

[13] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhi*, 60-70

[14] Matiana Erlin Wasa, Sulistyo, dan Affan Afian, "Pengaruh Penggunaan Gadget dan Lingkungan Teman Sebaya terhadap Minat Belajar Siswa Kelas VII pada Mata Pelajaran IPS", Jurnal Riset Pendidikan Ekonomi, Vol. 4 No. 2, 4.

## Conclusion

Based on the analysis stage, it was found that the use of e-learning as learning media significantly influences the' learning interest of class X students majoring in BDP at SMKN 1 Ponorogo in the 2021/2022 academic year. The influence of e-learning as learning media usage on students' learning interests is 26,7%. There is a significant influence of peers on the learning students of class X students majoring in BDP at SMKN 1 Ponorogo in the 2021/2022 academic year. The influence of peers on students' learning interests is 36,9%. And There is a significant influence between the use of e-learning learning media and peers on the learning interest of class X students majoring in BDP at SMKN 1 Ponorogo. The significant influence of the use of e-learning learning media and peers on students' interest in learning is as many as 43,5%.

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