



The Influence of Parental Parenting Styles, Teacher Creativity, and Peers on Student Interest in Learning at MA TANADA Waru Sidoarjo

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Abstract

This research aims to determine how parenting styles, teacher creativity, and peers influence student learning interest at MA TANADA Waru Sidoarjo. This study uses a quantitative approach with a survey method. Data collection techniques were conducted through interviews, observations, questionnaires, and documentation. This study involved all MA TANADA Waru Sidoarjo, with 36 samples selected using total sampling technique. This study used a questionnaire with an eight-point Likert scale that was distributed via Google Form. The collected data were analyzed using the IBM SPSS version 26. This research emphasizes the importance of the role of creative teachers and peers in fostering students' interest in learning at home. The results show that the variables of teacher creativity and peers have a positive and significant influence on students' interest in learning. Conversely, the variable of parental care also has no significant effect.

Kata kunci:

Parenting, Teacher Creativity, Peers, and Learning Interest.

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Abstrak

Penelitian ini bertujuan untuk menentukan bagaimana pola asuh orang tua, kreativitas guru, dan teman sebaya memengaruhi minat belajar siswa di MA TANADA Waru Sidoarjo. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Teknik pengumpulan data dilakukan melalui wawancara, observasi, penyebaran kuesioner, dan dokumentasi. Penelitian ini melibatkan semua siswa MA TANADA Waru Sidoarjo, dengan 36 sampel yang dipilih melalui teknik total sampling. Penelitian ini menggunakan kuesioner dengan skala Likert delapan poin yang disebarluaskan melalui Google Form. Data yang dikumpulkan dianalisis menggunakan program IBM SPSS versi 26. Penelitian ini menegaskan pentingnya peran guru yang kreatif dan teman sebaya dalam menumbuhkan minat belajar siswa di rumah. Hasilnya menunjukkan bahwa variabel kreativitas guru dan teman sebaya memiliki pengaruh positif dan signifikan terhadap minat belajar siswa. Sebaliknya, variabel pola asuh orang tua juga tidak berpengaruh secara signifikan.

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INTRODUCTION

Education is a crucial aspect of human life, nations, and countries because the progress of education determines the progress of a nation. Based on the 17 Sustainable Development Goals (SDGs), In the face of technological disruptions like the Industrial Revolution 4.0 and Society 5.0, education is a critical component of development and a top concern. But according to Worldtop20 statistics, which places Indonesia 67th out of 209 nations, the country's educational system is still of poor quality (Mukti & Wijanarka, 2024). Education is a vital part of growth and a major worry in the face of technology disruptions like the Industrial Revolution 4.0 and Society 5.0. However, the country's educational system remains subpar, as indicated by Worldtop20 figures, which rank Indonesia 67th out of 209 countries (Tyas *et al.*, 2024). Interest in learning is a determining factor in learning outcomes, because students with high interest are more motivated to improve their academic abilities, while low interest in learning leads to poor learning outcomes (Nur & Karismatika, 2019). Internal and external factors, such as social environment, involvement of others, parenting style, teacher creativity, and relationships with peers also influence students' interest in learning (Korompot *et al.*, 2020).

Learning interest is very meaningful in learning activities, because it is the ability to focus attention and concentration on a subject (Rusmiati, 2017) and arises from the desire to understand something so that students are more focused and enthusiastic (Achru, 2019). Parenting styles also have a significant influence because parents play a major role as primary educators in guiding their children through adolescence, where appropriate parenting styles can foster independence, responsibility, and awareness of interest in learning (Hadi, 2023). In addition, teacher creativity is also an important factor because through innovation and the use of appropriate learning media, teachers can foster enjoyment, positive attitudes, and student interest in the material (Ole & Makausi, 2022). Another factor that influences learning interest is peers, because social interaction, encouragement, and support from friends can have a positive or negative influence on students' learning motivation (Nasution, 2018).

Several studies have shown that parenting styles, teacher creativity, and peers have a significant influence on students' interest in learning. Parenting styles and parental involvement have been shown to encourage student motivation and active participation (Soares & Yunanto, 2024; Manurung *et al.*, 2022). Teachers' creativity in designing innovative learning also plays a major role in increasing learning interest, both at the school and university levels (Uchenna *et al.*, 2021; Usman & Putri, 2020; Satyadinata, 2023). In addition, social interaction with peers has a positive effect on fostering student enthusiasm and engagement, although negative influences can also reduce interest in learning (Lestari & Widyaningrum, 2022; Maharani *et al.*, 2023; Putri & Ariani, 2022). These findings confirm that these three variables are important factors that can increase students' interest in learning.

Educational issues in Indonesia today are similar to those faced by MA TANADA Waru Sidoarjo, namely student interest levels. MA TANADA Waru Sidoarjo is one of the schools that has been able to balance student interest between general academic subjects and religious studies. Although this school focuses on social studies, students' enthusiasm for religious studies is also very high, especially in BTQ and Tahfidzul Qur'an lessons. Many students have reached the Munaqosyah level and some have even memorized the Qur'an, creating a balance where 50% of students' interest is focused on general subjects in accordance with the social

studies major and the other 50% on religious studies. However, behind these advantages, there are still challenges in terms of learning interest. For example, some students experience fatigue and drowsiness during class because they work outside of school hours, and they arrive late to class, which affects their concentration and interest in learning. Based on the background described above, education is an important component that cannot be separated from life. The problems in education today are closely related to students' interest in learning, which, according to experts, is influenced by parenting styles, teacher creativity, and peers. Therefore, the author is interested in conducting research entitled *The Influence of Parenting Styles, Teacher Creativity, and Peers on Student Interest in Learning at MA TANADA Waru Sidoarjo*.

RESEARCH METHODS

This study combined a survey technique with a quantitative methodology. 36 MA TANADA Waru Sidoarjo students made up the research population; they were also utilized as samples using complete sampling procedures. Meyer *et al.* (1993) provided an eight-point Likert scale for the questionnaire used to gather the data, which ranged from "strongly disagree" to "strongly agree." According to Renninger *et al.* (2014), the following are signs of learning interest: 1) emotional engagement, 2) situational interest, 3) interest in the subject, 4) attention and focus, 5) pleasurable experiences, and 6) social impact. Other elements that have been investigated include peer pressure, instructor inventiveness, and parental methods as they affect kids' enthusiasm in studying at MA TANADA Waru Sidoarjo.

This study uses multiple linear regression analysis with data quality testing, classical assumption testing, and regression testing. Data quality testing includes validity and reliability, while classical assumption testing includes normality, autocorrelation, multicollinearity, and heteroscedasticity. Multiple linear regression tests were conducted using t-tests, F-tests, and the coefficient of determination (R^2). In addition, descriptive analysis tests in this study were conducted through exploratory statements covering one item each from the variables of parenting patterns, teacher creativity, peers, and student interest in learning.

RESEARCH RESULTS AND DISCUSSION

Results

Respondent Characteristics

Respondents from MA TANADA Waru Sidoarjo students were grouped based on their respective characteristics. Based on gender, respondents were divided into two groups: male and female. The characteristics of respondents based on gender were 17 males or 47.2% and 19 females or 52.8%.

Respondent characteristics based on grade show that respondents in grade X were the fewest, namely three students (8.3%). Grade XI consisted of 13 students (36.1%), while grade XII had the most respondents, namely 20 students (55.6%).

Research Variable Description

Exploratory variable testing was conducted using closed statements, with the aim of describing each variable as shown in the following table:

Table 1
Description of Parenting Styles

Bagaimana gaya pengasuhan orang tua terhadap belajarmu?		
Uraian Jawaban	Frekuensi	Persentase
Memberikan dukungan.	16	44,4
Memberikan bimbingan.	4	11,1
Selalu memotivasi	7	19,4
Jarang terlibat dalam kegiatan belajar.	4	11,1
Memberi kebebasan tanpa pengawasan.	5	13,9
Total	36	100,0

Source: SPSS Data 26, 2025.

Tabel 1 menunjukkan mayoritas siswa menilai orang tua mendukung belajar melalui motivasi, perhatian, dan fasilitas, meski ada yang merasa kurang diawasi atau jarang dibimbing. Dukungan dan motivasi terbukti menjadi faktor utama dalam meningkatkan minat belajar siswa MA TANADA Waru Sidoarjo.

Table 2
Description of Teacher Creativity

Bagaimana kreativitas guru dalam proses pembelajaran?		
Uraian Jawaban	Frekuensi	Persentase
Menggunakan metode yang bervariasi	16	44,4
Menggunakan media pembelajaran.	10	27,8
Memberikan tugas kreatif.	2	5,6
Menggunakan metode ceramah.	4	11,1
Mendorong diskusi kelompok.	4	11,1
Total	36	100,0

Source: SPSS Data 26, 2025.

Table 2 shows that students assess the creativity of teachers in the learning process at MA TANADA Waru Sidoarjo, particularly evident in the use of teaching methods that utilize media and the assignment of tasks that require critical thinking. This makes learning more interesting, facilitates understanding, and increases student participation and motivation at MA TANADA Waru Sidoarjo.

Table 3
Peer Description

Bagaimana pengaruh teman sebaya terhadap proses pembelajaranmu?		
Uraian Jawaban	Frekuensi	Persentase
Berbagi informasi	8	22,2
Sering berdiskusi untuk memahami materi.	15	41,7
Tidak terlalu berpengaruh.	2	5,6
Mengganggu konsentrasi	2	5,6
Membuat belajar jadi lebih menyenangkan.	9	25,0
Total	36	100,0

Source: SPSS Data 26, 2025.

Table 3 shows that most students at MA TANADA Waru Sidoarjo consider their peers to have a positive influence, especially through discussion, information sharing, and creating a pleasant learning atmosphere. However, a small number feel that the presence of friends can

interfere with their concentration. Thus, the influence of peers depends on the form of interaction that takes place.

Table 4
Description of Learning Interests

Apa yang mempengaruhi minat belajarmu?		
Uraian Jawaban	Frekuensi	Persentase
Materis yang menarik.	17	47,2
Dukungan dari guru.	2	5,6
Lingkungan yang nyaman.	12	33,3
Tantangan dalam pelajaran.	4	11,1
Motivasi dari teman sebaya.	1	2,8
Total	36	100,0

Source: SPSS Data 26, 2025.

Table 4 shows that the learning interest of students at MA TANADA Waru Sidoarjo is influenced by several factors, mainly interesting material (47.2%) and a comfortable learning environment (33.3%). Other factors such as learning challenges, teacher support, and peer motivation play a smaller role. This confirms the importance of presenting relevant material and a conducive learning atmosphere.

Data Quality Test Results

Validity Test and Reliability Test

The validity test is the initial stage of data quality testing to ensure that the research instrument is suitable for use. The instrument is declared valid if the test result value is greater than 0.3, in accordance with the basic decision criteria set by the researcher. In an effort to process data to obtain research facts, the researcher used IBM SPSS 26 software. Based on the test results, each research variable showed that out of 32 questionnaire items, 30 items had a corrected item score > 0.3 and 2 items had a score < 0.3. Thus, 30 items were declared valid and 2 items were invalid and discarded. Invalidity can be caused by language that is difficult to understand or incompatibility with the respondents' experiences. After the validity test, only valid items were used to calculate variable scores for more accurate analysis.

Reliability testing assesses the consistency of instruments in producing data. Instruments are considered reliable if they produce the same results in repeated measurements, with a Cronbach's Alpha value > 0.6.

Table 5
Reliability Test Results

Variabel	Cronbach Alpha	Keterangan
Pola Asuh Orang Tua (X1)	0,956	Reliabel
Kreativitas Guru (X2)	0,942	Reliabel
Teman Sebaya (X3)	0,811	Reliabel
Minat Belajar (Y)	0,891	Reliabel

Source: SPSS Data 26, 2025.

Based on Table 5, all research instruments were declared reliable with Cronbach's Alpha values above 0.6. These results indicate that the instruments have good internal consistency, meaning that the data can be trusted for further analysis.

**Classical Assumption Test
Normality Test**

The first step in the traditional assumption test is the normalcy test. If the Normal Probability Plot (PP-Plot) graph is used as the foundation for decision-making in this study, then the normality test is deemed adequate. The data distribution tends to be normal, as seen by the Normal P-P Plot graph in Figure 1, which displays the majority of dots around the diagonal line.

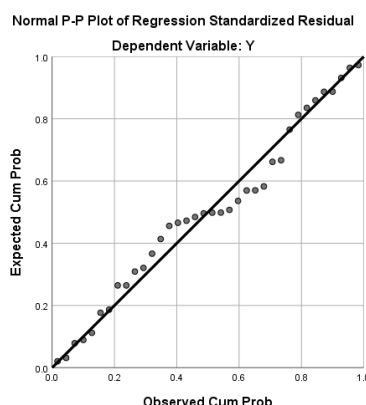


Figure 1
Probability Plot (PP-Plot) Normality Test Results
Source: SPSS Data 26, 2025.

Autocorrelation Test

Durbin-Watson (DW) is used to perform the autocorrelation test to see the relationship between the residual period t and $t-1$. The criteria are: $1.65 < DW < 2.35$ means there is no autocorrelation; $1.21-1.65$ or $2.35-2.79$ means it is uncertain; while $DW \leq 1.21$ or ≥ 2.79 indicates autocorrelation. According to Table 6, autocorrelation cannot be identified due to the Durbin-Watson score of 2.215.

Table 6
Autocorrelation Test Results

Model	Durbin-Watson	Keterangan
1	2.215	Autokorelasi tidak bisa dipastikan

Source: SPSS Data 26, 2025.

Multicollinearity Test

The purpose of the multicollinearity test is to ascertain the relationship between independent variables in regression. The instrument is considered free of multicollinearity if the VIF is less than 10 and the tolerance value is more than 0.1. Table 7, which presents the results of the multicollinearity test, shows that each independent variable has a VIF value below 10 and a tolerance greater than 0.1. This implies that there is no indication of multicollinearity in the regression model.

Table 7
Multicollinearity Test Results

No.	Variabel	Tolerance	VIF	Keterangan
1.	Total X1	0,743	1,345	Tidak terjadi multikolinearitas

2.	Total X2	0,324	3,087	Tidak terjadi multikolinearitas
3.	Total X3	0,285	3,508	Tidak terjadi multikolinearitas

Source: SPSS Data 26, 2025.

Heteroscedasticity Test

Using a graph with patterns and points dispersed along the dependent variable axis, the heteroscedasticity test looks for non-homogeneous variance in the residuals from one observation to the next in a regression model. The Y-axis in Figure 2 displays an equitable distribution of data with no overlap or discernible trend. This suggests that there is no heteroscedasticity in this investigation, hence validating the regression model.

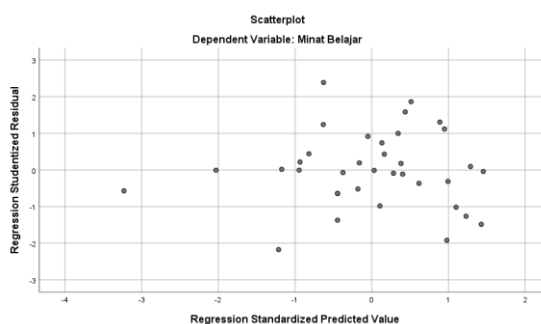


Figure 2

Heteroscedasticity Test Results

Source: SPSS Data 26, 2025.

Multiple Linear Regression Test

Various linear regression testing is used to examine and account for various variables. In this research, regression is represented by a regression equation. The regression equation is the results of a statement instrument analysis that demonstrates a strong correlation or similarity between the independent variable's value and the learning outcome variable's value.

Table 8
Multiple Regression Test Results

Model		Unstandardized Coefficients	Standardized Coefficients	
		B	Std. Error	Beta
1	(Constant)	10.048	4.453	
	Pola asuh orang tua (X1)	.121	.090	.110
	Kreativitas guru (X2)	.653	.137	.591
	Teman sebaya (X3)	.468	.200	.308

Source: SPSS Data 26, 2025.

The regression equation shows two or more variables, so to see the results according to the regression conditions, they are as follows: $Y = 10.048 + 0.121X_1 + 0.653X_2 + 0.468X_3 + e$. These results show that in this study, the constant value is 10.048, which proves the average value of student learning interest.

t-test

Each independent variable's partial impact on the dependent variable is investigated using the t-test. A significant effect is defined as a significance value < 0.05 , and no significant

impact is defined as a significance value > 0.05 . It can be inferred from the research findings in Table 9 that two key elements influencing students' enthusiasm in learning at MA TANADA are instructor creativity and peers. Sidoarjo Waru. On the other hand, despite their conceptual significance, parenting styles have not been found to significantly increase students' enthusiasm in studying.

Table 9
T-test Results

	Model	T	Sig.	Keterangan
1	(Constant)	2.257	.031	
	Pola asuh orang tua (X1)	1.351	.186	Tidak signifikan
	Kreativitas guru (X2)	4.786	.000	Berpengaruh signifikan
	Teman sebaya (X3)	2.337	.026	Berpengaruh signifikan

Source: SPSS Data 26, 2025.

F Test

The simultaneous impact of each independent variable on the dependent variable is ascertained using the F test. A significant value of less than 0.05, indicating a simultaneous impact, serves as the foundation for this study conclusion. The study's findings demonstrate simultaneous significance with a number that matches the rationale for the researcher's choice, namely a figure of less than 0.05, while the table displays a value of 0.00.

Table 10
F Test Results

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2978.268	3	992.756	56.680	.000b
	Residual	560.482	32	17.515		
	Total	3538.750	35			

Source: SPSS Data 26, 2025.

Coefficient of Determination

The last test result that examines the R2 value for the assessment of the outcomes to be attained is known as the coefficient of determination. According to Table 11, there is a substantial correlation between student learning interest and peers, instructor inventiveness, and parental styles ($R = 0.917$). With an adjusted R-square of 0.827, these three variables account for 82.7% of the variance in learning interest, with 17.3% coming from characteristics not included in the model. Therefore, all three make a substantial contribution, but more study must also take other outside influences into account.

Table 11
Determination Coefficient Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917a	.842	.827	4.185

Source: SPSS Data 26, 2025.

Discussion

The Influence of Parental Parenting Styles on Student Interest in Learning

The first hypothesis of this study was rejected because the data showed that parental parenting styles did not have a significant effect on the interest in learning of students at MA TANADA Waru Sidoarjo. Differences in parenting styles, such as giving freedom without guidance or unsupportive parenting, cause some students to study independently without direction. In fact, more study time is spent at home, so parental involvement should be an important factor. It is this variation and inconsistency in parenting styles that explains why the effect is not significantly reflected in students' interest in learning.

These findings are also based on other studies showing that parenting approaches do not have a substantial influence on pupils' enthusiasm in studying. The study found that parental involvement is not a major factor in determining adolescents' interest in learning, although it does not explicitly state that the role of parents is unimportant. Research by Van Anh *et al.* (2023) supports this, showing that parenting styles have no real and significant impact on students' interest in learning. Parental involvement when children study at home is not always a significant factor, as demonstrated by Jittaseno and Varma's (2016) research, which shows that parental practices have no discernible impact on students' academic performance. Parenting practices do not significantly affect pupils' enthusiasm in studying, according to the findings of this study conducted at MA TANADA Waru Sidoarjo.

The learning interest of students at MA TANADA Waru Sidoarjo is not always influenced by parenting patterns, but rather depends on the parenting style provided. Parents play an important role as motivators with attention and support that can increase learning enthusiasm (Manurung *et al.*, 2022). However, some students say that their parents are rarely involved, so motivation and guidance at home are reduced. In fact, family education plays a very important role in shaping children's independence and learning success (Li, 2024). Although parenting styles at MA TANADA Waru Sidoarjo have not been proven to have a significant effect on learning interest, the role of parents remains important for children's development. These findings emphasize the need for emotional and functional guidance from parents to foster learning motivation. Schools can support this through parenting education programs or forums for sharing with parents, while teachers act as communication facilitators. With synergy between appropriate parenting styles and school support, students' interest in learning has the potential to increase.

The Influence of Parental Parenting Styles on Student Learning Interest

According to the findings of the t-test, the second hypothesis that teacher creativity significantly influences students' enthusiasm in learning at MA TANADA Waru Sidoarjo is accepted. According to the study's findings, strong student learning interest is mostly driven by teachers' inventiveness. The findings of this study are also consistent with those of Ramis and Supardi's (2019) research, which discovered that when teachers encourage creativity, students' learning interest would be positively and significantly impacted. It is also in line with the research by Usman and Putri (2020); Lena (2022); and Satyadinata (2023), which identified that teacher creativity has a positive and significant effect on student learning interest. Similarly,

research by Uchenna *et al.* (2021) found that students taught by instructors who demonstrated high levels of creativity-building behavior also showed greater interest than those taught by teachers who demonstrated moderate or low levels of creativity.

The learning interest of students at MA TANADA Waru Sidoarjo is proven to be influenced by teacher creativity. Creative teachers are able to develop new learning concepts and methods so that students are more enthusiastic about learning (Rusliana, 2024). However, there are still many teachers who use monotonous strategies, which make students less interested. Therefore, teachers are required to be active, innovative, and able to create a pleasant learning atmosphere (Usman & Putri, 2020). Teachers are the main determinants of learning success because they act as facilitators. Creative teachers tend to be more adaptive to challenges by quickly adjusting their learning approaches and methods (Emine, 2024). With the involvement of creative teachers, students will be more interested, motivated, and show positive responses during the learning process (Lena, 2022).

The implications of the research results show that teacher creativity has a significant effect on student learning interest. Creativity can be realized through varied learning methods, the use of interactive media, technology, discussions, and group work that are relevant to students' lives. Students at MA TANADA Waru Sidoarjo are proven to be more interested and motivated when teachers teach in creative and non-monotonous ways. Therefore, teachers need to continue to develop creativity in the teaching and learning process, while schools are expected to provide training and space for innovation to make the learning atmosphere more enjoyable. In addition, parental support is also important to increase students' enthusiasm for learning both at school and at home.

The Influence of Peers on Student Learning Interest at MA TANADA Waru Sidoarjo

The third hypothesis was proven, that peers have a significant influence and are an important factor in increasing the learning interest of students at MA TANADA Waru Sidoarjo. Research conducted by Lestari and Widyaningrum (2022) revealed that the presence of peers has a significant impact on students' interest in learning. In this case, the role of peers is crucial in shaping learning motivation because positive interactions tend to encourage an increase in interest in learning, while negative influences can actually reduce students' enthusiasm for learning. Similar findings were also reported by Putri and Ariani (2022); Falah and Sa'adah (2022); Oktaviani and Perianto (2022); Maharani *et al.* (2023) reported positive coefficient results that confirm the positive influence of peers on students' interest in learning.

The key figure in shaping various aspects of human growth is peers (Falah & Sa'adah, 2022). When students are surrounded by peers who have good behavior and are enthusiastic about learning, the full support and encouragement from their friends motivate children to learn. On the other hand, students will be less motivated to learn if they spend their time with lazy friends (Lestari & Widyaningrum, 2022). This is due to the fact that a person's group of friends may have an impact on their hobbies, opinions, personality, looks, and speech patterns (Maharani *et al.*, 2023). When students interact with each other and share their desire to learn, it can be said that interaction with other students will create opportunities to assess and improve students' understanding (Oktaviani & Perianto, 2022). The results of the exploration also show that students are more interested when discussing and sharing information with friends.

Therefore, teachers and schools are expected to continue to guide and foster student friendships to be more conducive through collaborative activities, such as group discussions, study groups, and character building. Thus, a healthy, supportive, and constructive social environment is created so that the positive potential of friendship can be maximized to support student learning success.

CONCLUSION

The analysis's findings allow for the drawing of several important conclusions, such as the following:

1. Pola asuh orang tua (X1) hasilnya tidak berpengaruh signifikan terhadap minat belajar siswa MA TANADA Waru Sidoarjo. Hasil ini dapat terjadi karena sebagian siswa mengaku bahwa orang tua mereka jarang terlibat dalam kegiatan belajar di rumah. Alasan tersebut juga dapat berkaitan karena sekolah MA TANADA Waru Sidoarjo yang kurang optimal dalam mengenali siswa yang kurang mendapatkan pola asuh yang tepat dan memberikan perhatian khusus untuk siswa.
2. Teacher creativity (X2) results show a significant effect on the learning interest of students at MA TANADA Waru Sidoarjo. Teachers who are creative in delivering lesson material are able to attract students' attention and increase their interest in learning. This reason is also related to MA TANADA Waru Sidoarjo students who show higher interest in learning when teachers deliver lessons using varied methods, not monotonous, using learning media, involving discussions and group learning, and relating to their lives.
3. Peers (X3) have been proven to have a significant influence on the learning interest of students at MA TANADA Waru Sidoarjo. These results show that the presence of friends in the learning process can have a positive impact, where students feel more motivated and enthusiastic when discussing, sharing information, and learning collaboratively. A healthy and supportive friendship environment has been proven to strengthen students' interest in learning.

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