

**PEER PRESSURE AND MOTIVATION OF STUDENT LEARNING IN
FILIPINO: THE MEDIATING EFFECT OF COOPERATIVE LEARNING**

ABSTRACT

Aims: To determine the mediating effect of cooperative learning on the relationship between peer pressure and learning motivation in Filipino among students.

Study Design: Quantitative non-experimental design.

Place and Duration of Study: The study was conducted through online survey in a public school of Division of Davao del Sur during the school year 2021-2022.

Methodology: The respondents were 290 junior high school students from a public school in Division of Davao del Sur, Region XI, Southern Mindanao, Philippines. The selection of respondents was carried out through a stratified sampling technique. The data were collected using google forms.

Results: It was discovered that the independent variable peer pressure obtained a high level, as well as the independent variable student motivation in learning Filipino, and the mediating variable cooperative learning. It was also found that peer pressure and students' motivation in learning Filipino have a significant relationship, as well as peer pressure and cooperative learning, and cooperative learning and students' motivation in learning Filipino. Therefore, it appears that there is partial mediation occurring in this study.

Conclusion: It can be concluded that peer pressure had a significant effect on the decrease of students' motivation in the class, but with the help of cooperative learning, the significant relationship between the two aforementioned variables was reduced. In short, cooperative learning helps to reduce the negative effect of peer pressure on students' motivation to learn Filipino. The high level of cooperative learning in the relationship of peer pressure and student motivation in Filipino is a good indication that this is necessary to take place within the class such as group activities in which students have of exchanging ideas and working together to solve an academic problem.

Keywords: Education, peer pressure, student motivation, cooperative learning, mediating effect, Philippines

1. INTRODUCTION

Inside a classroom, a teacher's greatest challenge is motivating students to learn. Lack of motivation remains a problem because it leads to decreased academic achievement [1]. In a survey of high school dropouts, it was proven that 69% of dropouts said they lacked motivation [2]. In a study in Turkey, it is said that the decrease in motivation becomes an obstacle to achieving future goals and valuing them [3].

Motivation plays a very important role in an individual's learning success. Motivation drives the achievement of his goals [4]. Motivated students achieve academic achievement by studying, asking questions, seeking advice, and participating in classes, laboratories, and group work [5]. Therefore, studies on motivation are very important to know more about the aspects and factors that motivate a student to have a desire for learning. Research also resulted in the development and use of approaches and strategies to motivate students.

However, some researchers have emphasized that students' motivation is influenced by their peers and is reflected in their academic success or failure. Adolescents were less influenced by their parents or guardians because they were more impacted by their peers. [6]. The group to which a child belongs influences his learning. From childhood to puberty, an individual is always encouraged to belong and be accepted in a group [7]. Although socializing can increase anxiety especially when they compare their abilities with others, it can reduce their anxiety in the way that they can exchange opinions with their companions [8]. Peer pressure does not directly have a negative effect on students' academic performances, but regardless of the effects of peer pressure, it is still based on how they deal with their peers [9].

Cooperative learning is also one of the strategies associated with peer pressure. Through this, the feeling of being accepted and supported by others is stimulated and the relationship between each member in a group is enriched [10]. On the other hand, the use of cooperative learning affected the students' motivation. It not only promotes their academic success but also the proper interaction of students [11]. Also, cooperative learning method has a significant positive effect on student motivation [12].

That's why the research is that it is linked to the Self-determination Theory of Deci & Ryan on Motivation (1985). This theory is derived from Deci and Ryan's research that is attributed to human motivation based on three basic psychological needs; autonomy, engagement and competence. These three needs are thought to be important for psychological well-being and growth. [13]. Therefore, man is driven to act to satisfy this need. This theory is also applied to various aspects of life including education, exercise, development, parenting and socializing [14]. There is a certain need that is relevant in this topic regarding peer influence, and this is relatedness or interaction. It is a human need to feel connected and warmly welcomed by fellow [15]. Based on SDT, people are motivated to satisfy this need. This provides a specific explanation for the ability to motivate colleagues.

As humans, we want to feel connected to others and this motivates us to act in ways that are consistent with those around us. As a result, we can foster peer relationships and satisfy the natural need for interaction.

A theory that supports this is Latane's Social Impact Theory (1981) which comes from Normative Social Influence. This is perhaps the clearest explanation of the individual's motivation for conforming to peer influence [16]. This model suggests that we are motivated to conform as a result of our desire to be liked and accepted [17].

McClelland's Human Motivation Theory can also be used as support. This theory states that each person has one of three main motivational forces: the need for achievement, the desire to belong and power [18]. These motivators are not innate and we develop them through our culture and life experiences. Maslow's Hierarchy of Needs Theory also undeniably supports this study. This theory explains that man wants to increase anything he has achieved in life and he prioritizes needs according to their importance [19]. One of the five categories he created is esteem needs, in which people require praise or recognition. In the

field of education, students are motivated to do well in class because they desire to receive praise from the teacher and fellow students [20].

The aforementioned theories and models can help explain the relationship between research variables. This will help to know and get the questions that want to be answered in the research. It will serve as a foundation and support to realize and develop a meaningful result. With the help of the aforementioned theories, the relationship between the variables in this research is further explained. It can be relied upon because it suggests explanations of the underlying causes or influences of the observed phenomena.

In the conceptual framework, the independent variable of the study focuses on peer pressure derived from the research of Moldes, Vangie, et. al. It refers to the forces from the environment that can influence a student [9]. Peer pressure has both positive and negative effects on the thinking of young people [21]. It has indicators of: (1) social belongingness, (2) curiosity, (3) cultural or family orientation and (4) educational.

The first indicator which is social belongingness refers to how the group he belongs to provides support to a student. Curiosity refers to the factor that motivates a person to do something. Cultural or family orientation can be described as the way parents' guide or raise their children. Meanwhile, the educational indicator refers to how peers or friends have affected a student's academic success.

In this study, the independent variable is the motivation that determines the most important factor of the student in his learning derived from the study of Tuan, Hsiao-Lin et al. [22]. It is a force that drives people to achieve their goals [23]. It has indicators of: (1) self-efficacy, (2) active learning strategie, (3) learning value, (4) performance goal, (5) achievement goal and (6) learning environment.

Self-efficacy means a student's belief in his ability to learn at a certain level. The active learning strategy has to do with the active involvement of students in learning and their awareness of what they are doing. Meanwhile, learning value refers to students' valuing of lessons, participation in activities and learning in a particular subject.

A performance goal refers to the reasons and goals a student set for his or her participation in class. The achievement goal, on the other hand, refers to the intention to achieve academic success because of the desire to feel satisfaction. The learning environment also refers to the proper climate of the school that affected the student to participate in the class, not only refers to the presence of physical facilities such as strong classrooms, security and learning equipment, it also includes the quality of teaching.

The mediating variable in this study is cooperative learning from Xuan's study [24]. This can be described as group learning in the class through group tasks. In this method, students work together to solve a problem and each must understand all aspects of their work. It is good to know the effect of this on the relationship between peer pressure and motivation in learning Filipino. The mediator is assumed to affect the outcome. This is a way to find out and test whether the outcome mechanism affects the initial variables [25].

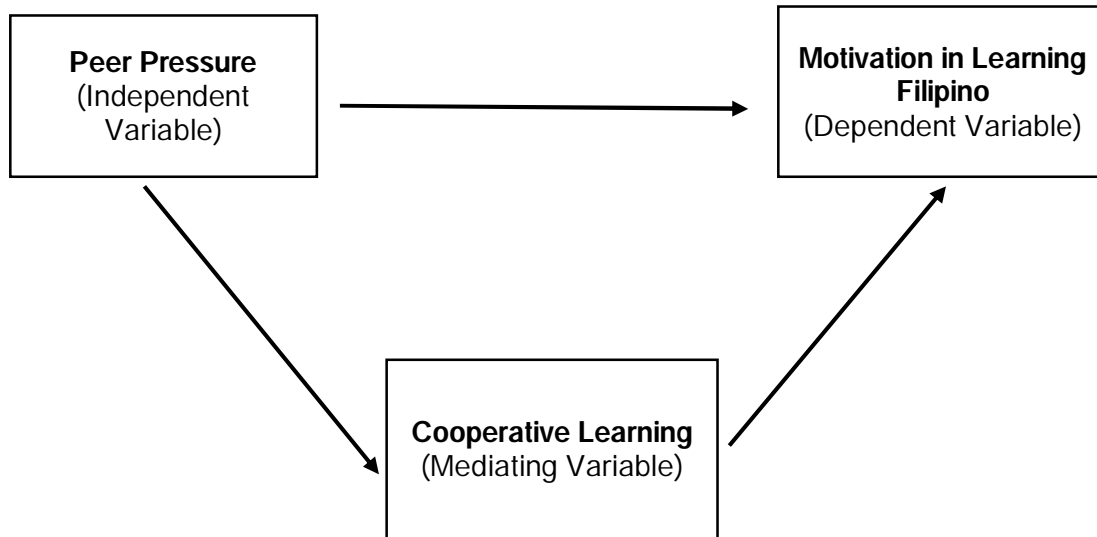


Fig. 1. Conceptual framework of the study

Many studies have been published about peer pressure, language learning motivation and cooperative learning, but this research aims at the significant effect of cooperative learning between the relationship between peer pressure and students' learning motivation in Filipino. It will also pay attention to whether cooperative learning increases the effect on the relationship between peer pressure and motivation in learning Filipino. Therefore, immediate study is necessary to know the result of this which can help students learn quickly.

The main purpose of this research is to discover if there is a mediating effect of cooperative learning on the relationship between peer pressure and students' motivation in learning Filipino. Specifically, this study will answer the following questions: To measure the level of peer pressure according to the following indicators: Self-Belongingness; Curiosity; Cultural or Family Orientation; and Educational, to assess the student's level of motivation in learning Filipino according to the following indicators: Self-Efficacy; Active Learning Strategies; Learning Value; Performance Goal; Achievement Goal; and Learning Environment, to determine the level of cooperative learning among students. To illustrate the significant relationship between: Peer pressure and students' motivation in learning Filipino; peer pressure and cooperative learning; and cooperative learning and students' motivation in learning Filipino, and to describe the mediating effect of cooperative learning on the relationship between peer pressure and motivation in learning Filipino.

This research, regardless of the result, has a big role because it responds to the needs of 21st century education that aims to produce graduates who can keep up with global competition. Because learning is also related to cooperative learning, it not only helps in shaping communication skills but also dealing with others which is one of the pillars of learning.

Apart from the global and social aspect, this study also has a great contribution to the Department of Education to find out the factors that affect the motivation of students in learning Filipino so that they can develop some change or development in the curriculum that addresses successful learning. Meanwhile, the results of the research are also important especially for teachers so that they can consider what approaches, methods and strategies they will apply in the classroom so that they can further improve the learning process in Filipino. The innovative information available here will also be a basis for making changes or developing teachers' teaching methods. Also, for students, this study will help them to have the opportunity to show their level of motivation as an effect of the independent variable peer pressure and mediator variable cooperative learning. Because of this, their needs in the field of interest or motivation will be met in class. Apart from the above, this study will also contribute greatly to researchers

as a requirement for the MaEd-Filipino degree. This will be the basis of the following researchers in conducting studies related to this topic and further improve it so that they can think of ways to further develop the learning of the Filipino language.

2. MATERIALS AND METHODS

2.1 Respondents

The respondents in this study are students in a public school in the city of Padada in the province of Davao del Sur. To be specific, the only respondents are students from 7th to 10th grade who are no older than 17 years old. These grades were chosen because here students should be able to demonstrate interpersonal skills, effective learning and understanding and appreciation towards global awareness.

The said school has a total number of 1,170 Junior High students in the school year 2021-2022. The researcher used the Raosoft calculator to get the 290-sample size. In choosing to be a research respondent, it is appropriate to follow any of the rules or regulations related to the context and conditions of the study. However, the right choice is more important. Further, the strength of samples comes from accurate selection, rather than adherence to scale. In short, a small sample of 150 or more carefully selected is more meaningful than a large sample of 300 or more that is not properly selected [26].

Since the said department is grouped into four levels, it is very suitable to use stratified sampling in the selection of future respondents in which a large population is grouped based on similarity, then short groups or so-called strata are formed [27]. In this way, the population sample of each grade has been obtained.

In selecting the specific respondent in each section, a Fishbowl draw was used because there is only a small number of each population to be sampled. In this method, the researcher asked for a copy of the students' record in each section with the appropriate number in each student's name. The researcher puts all the pieces of paper with the number written on them in a bowl and will take random samples from it.

In the research conducted, it is important to consider the inclusion, exclusion and withdrawal criteria so that the selected respondents are suitable. Of the others, the researcher ensured that the respondents came from the Junior High department with a Filipino subject in their curriculum with an age of at least 17 years old and with a Filipino subject in their curriculum. Meanwhile, it was also ensured that the respondents did not include students who did not come from the Junior High department and did not have a Filipino subject in their curriculum. Students over 17 years of age and persons with disabilities are also not included. However, the respondent's parents were given the right to refuse and their decision was respected if they did not want to participate in the study.

As a description of the geographical location, the city of Padada is a 3rd class town in the province of Davao del Sur where it has a population of only 26,587 in the year 2015. It has an area of 83 km² and it has only 17 barangays. It can also be described as an agricultural municipality where the main products are copra, bananas, mangoes, sugarcane and livestock such as goats, chickens, cows, pigs and others. Padada is also the tourism center of the province of Davao del Sur because the famous Piape Hills, Piape Reef and Piape Marine Sanctuary are located here. This is probably what motivated the researcher to choose the area because the students in the said area have different experiences that may affect their learning. Because of these descriptions, the researcher concludes that they may be related to the rise and fall of their motivation in class.

2.2 Research Instrument

This research used three sets of questionnaires borrowed from different authors. They are legitimate since they have been approved by experts in making the questionnaire. They also underwent some modifications to be more adjusted and adapted to the cognitive level of the research participants.

The first set of questionnaires was used as an instrument to measure the level of peer pressure. This is derived from the study of Moldes, Biton, Gonzaga, and Moneva [9]. It consists of the following four indicators that divide the items into different numbers. Based on the results of the Cronbach's alpha reliability test, it obtained a score of 0.809 which means excellent. The second set of questionnaires comes from the study of Tuan, Chin, Shieh with six indicators [22]. It was used to assess the students' level of motivation in learning the Filipino language. In the reliability analysis, its Cronbach's alpha score is 0.855 which indicates that the questionnaire is good. The third set of questionnaires is about cooperative learning derived from Xuan's study which is used to determine the level of cooperative learning of students [24]. This questionnaire obtained a score of 0.851 which means excellent. Therefore, all the items of the three questionnaires for this research definitely passed the reliability test and are good to use for a full-blown survey.

All questionnaires on each variable used a Five-point Likert-type Scale. Likert Scale is a measurement system used in questionnaires designed to measure people's behavior, attitudes, opinions or views [28]. Respondents choose from a range of possible responses to a specific question or statement. It is used to find out the result in research. Based on the results of the validation of each questionnaire, this research obtained a total score of 4.4 indicating that the questionnaires are valid and valid.

To measure the level of each variable, the following scale was used. When the range of the mean is in the range of 4.20 - 5.00, it indicates that it has a descriptive level of Highest with the meaning that the referred item is agreed with in almost all cases. When the extent of the mean is in 3.40 - 4.19, it indicates that it has a descriptive level of High which means that the referred item is agreed. To the extent of the mean of 2.60 - 3.39 with a descriptive level of Moderate, it indicates that the referred item is not sure to agree. In addition, when the range of the mean is in 1.80 - 2.59, it has a descriptive level of Low which means that the referred item is not agreed. And when the range of the mean is in 1.00 - 1.79, it has a descriptive level of Lowest which means that the referred item is not agreed in all cases.

2.3 Research Design and Methodology

This study used a non-experimental quantitative design which will be conducted in a descriptive correlational survey. Quantitative research is a process of collecting, analyzing, interpreting and recording the results of a study [29]. The questionnaire is the method for collecting the data required for quantitative analysis.

It is descriptive in nature as it aims to assess the impact of peer pressure and describe the student's level of motivation in learning Filipino. This is also a correlation because it wants to investigate the relationship between variables such as the effect of cooperative learning, peer pressure and student motivation in learning Filipino.

In accordance with the systematic method of collecting data in this research. Here are the steps the researcher followed. First, the questionnaire made the researcher aware of the evaluators. After correcting, the researcher prepared it for formal validation. After the questionnaire was validated, the second step was done. The researcher requested permission to conduct the research through a letter and it was also approved by the advisor and the Dean of the Graduate College of the University of Mindanao. The said letter was sent to the office of the Schools Division Superintendent of Davao del Sur, Mr. Nelson C. Lopez, CESO V. After being approved by the superior, this letter was presented to the principal of the school where the research will be conducted as evidence. After all the formal requests for consent were made, the researcher distributed the survey questionnaires to the respondents and gave them enough time to answer them.

However, in accordance with the law in force during the pandemic, students are no longer allowed to attend school so the researcher made a way to deliver the survey questionnaire. So, it was conducted through an online survey form (google form). With the help of advisors in each section, this plan was executed. However, the researcher is ready to guide the respondents in case there is an unclear

statement in the questionnaire. Sufficient time will also be given to the respondents, especially those who cannot go online often. After all the respondents answered, the researcher collected the answered survey questionnaire and when the data was recorded, analyzed and interpreted.

For a comprehensive interpretation and analysis of the data, the following tools will be used: Mean was used to assess the level of peer pressure, Filipino students' learning motivation, and cooperative learning. Meanwhile, Pearson r was also used to find out if the relationship between peer pressure, Filipino students' learning motivation and cooperative learning is truly meaningful. Lastly, medgraph using the Sobel z-test was also used to verify the mediating effect of cooperative learning between peer pressure and learning motivation of Filipino students.

In conducting this research, the ethical consideration and safety of each participant is in the mind of the researcher. First of all, the researcher followed the systematic method of data collection where the permission of the superior concerned was first sought before the survey was conducted. Respondents were also free to agree to participate without coercion. It was ensured that the respondents fit the characteristics that the researcher is looking for the study.

In general, regardless of the results of this research, the researcher will preserve the credibility of the names of the respondents who have a role in the study. The researcher gave respondents the freedom to participate without penalty if they did not do so. The respondent is free to put their names in answering the questions. The researcher also explained the potential benefits of any outcome of the study. In addition, the researcher did not deceive the respondents and there was no conflict of interest between the researcher and the respondents. There is also nothing to worry about in any sector related to the study because this study was conducted through an online survey form.

3. RESULTS AND DISCUSSION

3.1 Peer Pressure

Table 1 shows the level of the independent variable peer pressure. This variable obtained ($\bar{x} = 3.92$, $SD = 0.537$) with a descriptive level of High. This means that the respondents agree that they experience peer pressure.

Table 1. Level of Peer Pressure

Indicators	Mean	SD	Descriptive Level
Social belongingness	3.97	.727	High
Curiosity	3.68	.711	High
Cultural and family orientation	4.05	.671	High
Education	3.98	.762	High
Total	3.92	.537	High

From the four indicators: the social belongingness, curiosity, cultural or family orientation, and educational, it can be observed that curiosity has the lowest mean ($\bar{x} = 3.68$, $SD = 0.711$). Meanwhile, the cultural or family orientation indicator obtained the highest mean ($\bar{x} = 4.05$, $SD = 0.671$). However, all indicators have a descriptive level of High.

This result indicates that parents have a great role in every step that their children will take including their guidance, concern, orientation and encouragement. When parents are more involved in children's learning, they are more motivated to work hard in school [30]. Moreover, many studies have confirmed that parents' interest in their child's education has a great impact on their learning and behavior [31].

3.2 Motivation in Learning Filipino

In table 2, the level of the independent variable motivation in learning Filipino is presented. It can be concluded that this variable obtained ($\bar{x} = 3.85$, $SD = 0.480$) with a descriptive level of High. This means that students are often motivated to learn Filipino.

Table 2. Level of Motivation in Learning Filipino

Indicators	Mean	SD	Descriptive Level
Self-efficacy	3.12	.736	High
Active learning strategy	4.24	.694	Very High
Learning value in Filipino	4.35	.685	Very High
Performance goal	2.99	1.087	Moderate
Achievement goal	4.39	.696	Very High
Learning Environment	4.00	.725	High
Total	3.85	.480	High

From the six indicators in this variable, three obtained the Highest level and these are the purpose of work ($\bar{x} = 4.39$, $SD = 0.696$), learning value in Filipino ($\bar{x} = 4.35$, $SD = 0.685$), and active learning strategy ($\bar{x} = 4.24$, $SD = 0.694$). That is, these types of motivations in this class are always seen by the respondents. However, the indicator with the lowest mean is the performance goal which has a descriptive level of Moderate ($\bar{x} = 2.99$, $SD = 1.087$) and means that the respondents see this type of motivation in class less often.

This study proved that motivated students use active learning strategies such as connecting new concepts to previous knowledge, voluntarily providing solutions to class problems, and interacting - relationship of students. It is also related to the research conducted by Lugosi and Uribe who discovered that the use of some active strategies mentioned positively affects the passing rate of students [32].

3.3 Cooperative Learning

Table 3 presents the level of cooperative learning as a mediating variable in this study. As a whole, it can be observed that this variable obtained a high level ($\bar{x} = 3.91$, $SD = 0.588$). This means that respondents often experience cooperative learning in class.

Table 3. Cooperative Learning Level

Indicator	Mean	SD	Descriptive Level
Cooperative Learning	3.91	.588	High

The result in this part means that the respondents really experience group activities in their classroom. In addition, they also agree that it has a good effect on their learning because they are more motivated to participate in class. It can also be compared to another research results. Accordingly, the effect of cooperative learning on Mathematics achievement was proven to be moderate and positive [33]. Thus, it is said that this method increases success in the aforementioned subject. It was also mentioned in a study that cooperative learning is good for students who work together, both at high and low levels to complete

academic work. In this process, those in the upper group will act as tutors for those in the lower group. In return, those in the upper echelon will gain more knowledge as they serve colleagues who need a more in-depth understanding of a concept [34].

3.4 Analysis of the Relationship of Variables

Table 4 shows the correlation analysis of each variable. This section describes the strength of the correlation between independent and independent variables (peer pressure and student motivation to learn Filipino), independent and mediating variables (peer pressure and cooperative learning), and mediator and -independent variable (cooperative learning and student motivation in learning Filipino).

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV at DV	peer pressure and motivation in learning Filipino	0.687	<0.001	Reject
IV at MV	peer pressure and cooperative learning	0.620	<0.033	Reject
MV at DV	cooperative learning and motivation in learning Filipino	0.760	<0.001	Reject

Table 4. Relationship of Variables

From the first correlation, it obtained ($r=0.687$, $p < 0.001$) which means that Ho will be rejected indicating that there is no significant relationship between peer pressure and motivation in learning Filipino. Therefore, there is a correlation between the two variables.

Meanwhile, it can be seen that the second pair obtained ($r=0.620$, $p < 0.033$) which means that Ho will be rejected saying that there is no significant relationship between students' pressure and cooperative learning. This means that the two variables mentioned have a significant correlation.

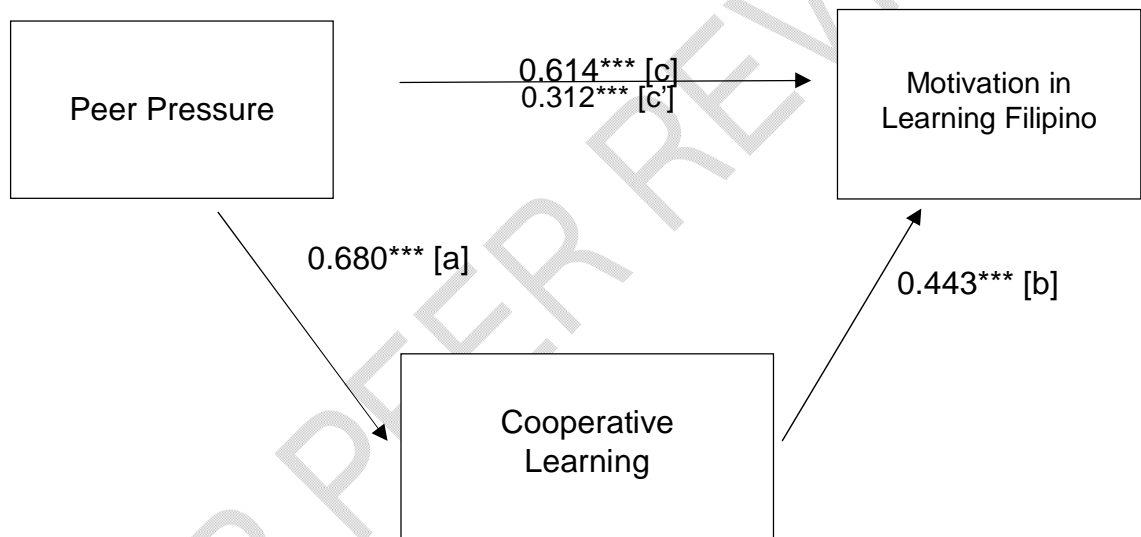
Also in the third pair, it can be seen that it obtained ($r=0.760$, $p < 0.001$) which indicates that Ho will be rejected because it is contrary to the result. Therefore, there is a significant correlation between cooperative learning and motivation in learning Filipino.

In fact, there are many studies related to cooperative learning that have achieved positive results. It was shown in a study that the use of cooperative learning had a positive effect on the academic achievement of students in Chemistry. The experimental group scored significantly higher [35].

In addition, it is proved that cooperative learning promotes students' thinking ability and improves their language skills. It also provides students with opportunities to express their views, feelings, needs, difficulties and motivations in a free and safe learning environment [36].

Another study noted that when students cooperate in classroom activities, it helps to create a pleasant social environment. As students interact with each other, it facilitates the connection and support they receive from peers who make them feel part of the group [37].

3.5 Mediating Effect of Cooperative Learning on the Relationship between Peer Pressure and Motivation in Learning Filipino



Mediation Analysis

Sobel z	9.056130, $p < 0.01$
Percentage of the total effect that is mediated	49.094882%
Ratio of the indirect to direct effect	0.964439

Effect Size Measures

Unstandardized Coefficients	
Total:	.614
Direct:	.312
Indirect:	.680
Ratio Index:	1.107

Fig. 2. Mediating Outcomes

Table 2 presents the results of the mediation analysis. Using the Sobel test, it obtained 9.056130 with a p-value less than 0.01. It also accounted for 49% percent of the total mediated effect. This only proves that the result indicates that the significant relationship between peer pressure and learning motivation in Filipino is reduced by the inclusion of cooperative learning. And because the three relationships in this research have a significant relationship, this study proved that there is partial mediation and rejected the

Ho that says there is no significant relationship between cooperative learning and peer pressure and motivation in learning Filipino.

A mediation occurs when first, the independent variable significantly affects the mediator. Second, the independent variable significantly affects the independent variable even without a mediator. Third, the mediator has a significant unique effect on the independent variable. And fourth, the effect of the independent variable on the independent variable decreases with the addition of the mediator to the model [38].

4. CONCLUSION AND RECOMMENDATION

As a summary of the results of the research, the independent variable peer pressure obtained a descriptive level of High which means that the participating students often experience peer pressure due to being part of a group, curiosity, cultural orientation and family and educational drive. On the other hand, it can be concluded that the independent variable motivation in learning Filipino also obtained a descriptive level of High. This means that students often still have the motivation to learn Filipino despite various factors that affect it. Also in the mediator variable, it obtained a descriptive level of High which means that the participants often experience cooperative learning and this method has been of great help in developing their learning.

Based on the results of the correlation of the variables, it was found that they have a strong and significant relationship. The first pair (peer pressure and motivation to learn Filipino), the second pair (peer pressure and cooperative learning) and the final pair (cooperative learning and motivation to learn Filipino) have a significant relationship. And also, because all the relationships in this research have a significant relationship, it has been proven that there is partial mediation and rejected the Ho that says there is no significant relationship between cooperative learning and peer pressure and motivation to learn Filipino. It can be concluded that peer pressure had a significant effect on the decrease of students' motivation in the class, but with the help of cooperative learning, the significant relationship between the two aforementioned variables was reduced. In short, cooperative learning helps to reduce the negative effect of peer pressure on students' motivation to learn Filipino.

The result supports the theory anchored in this research, Deci and Ryan's Self-determination Theory About Motivation (1985). This theory states that human motivation is based on three basic psychological needs and these include interaction [13]. Therefore, man is driven to act to satisfy this need. This is also supported by Latane's Social Impact Theory (1981), which comes from Normative Social Influence, which says that the individual's motivation to follow is consistent with peer influence [16]. With the help of cooperative learning such as doing group activities where there is collaboration and exchange of knowledge, students will be more motivated to participate in class.

Based on the results of the research on cooperative learning as a mediator in the relationship between peer pressure and motivation in learning Filipino, the researcher suggests the following:

It was recommended to students to avoid the negative effects of curiosity such as having a vice or trying different things and make the positive impact of being with others especially in the field of education. It is appropriate to maintain motivation and collaboration with peers in achieving academic learning. And even for parents, it is suggested to maintain concern, guidance and giving proper orientation to their children.

In the Department of Education, the researcher will suggest that books containing various innovative motivational strategies can be implemented, including some activities that will definitely enhance students' motivation so that there are guidelines that follow the teachers. It is also appropriate for teachers to respond to the problem of motivation specifically with the performance goal indicator that has obtained a moderate level. Apart from praising, giving rewards and high marks, the teacher can also cultivate the inner motivation of the students so that their participation in the class will not be fleeting. Instead, they will be taught the importance of lifelong learning.

In addition, the presence of a high level of cooperative learning in the relationship of peer pressure and student motivation in Filipino is a good indication that it is necessary to take place within the class group activities in which students have of exchanging ideas and working together to solve an academic problem.

And since this research was conducted in a quantitative method, it is suggested to the following researcher to conduct a qualitative study so as to know the complaints, problems or perhaps the participants' own experiences about this topic.

ETHICAL APPROVAL AND CONSENT

In the development of this study, the researcher considered the appropriate rules for conducting research. Whatever step is taken, the researcher ensures that it complies with the standards for conducting the study including the protocol for the assessment and management of the population and data. All the necessary documents including the manuscript, valid questionnaire, and forms have been submitted to UMERC. Along with this, ethics were also followed and considered in the conducted study such as voluntary participation, confidentiality of data, risks and benefits to be obtained by the respondents, and the process of requesting consent for the conducted study. After fulfilling the necessary papers for approval, the researcher was given a Certificate of Approval with UMERC Protocol No. UMERC-2022-099.

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