



# The Effect of Parental Involvement and Friendship Relationships on Students' Academic Achievement in Junior High Schools in Indonesia

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Article Info	Abstract
<p><i>Keywords: Education in Indonesia, Parental Involvement, Friendship Relationships, Academic Achievement, Junior High Schools</i></p>	<p><i>Education in Indonesia is vital to societal progress, impacting individual growth and national development. This study investigates the relationship between parental involvement, friendship relationships, and academic achievement in Indonesian junior high schools. A quantitative research design was used to collect data from 800 students, including surveys and academic records. The results indicate a positive correlation between parental involvement and academic achievement, as well as between friendship relationships and academic achievement. Regression analysis confirms that parental involvement and friendship relationships are significant predictors of academic achievement. Moreover, mediation analysis reveals that positive friendship relationships mediate a portion of the effect of parental involvement on academic achievement. This study underscores the importance of parental involvement and the role of peer relationships in shaping academic success in the Indonesian context. The findings have implications for parents, educators, and policymakers, suggesting that fostering both family and peer support systems is crucial to enhancing educational outcomes.</i></p>

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## PENDAHULUAN

Junior high school education in Indonesia is a critical stage in the educational system, as it equips students with foundational knowledge and sets the stage for their future academic and career trajectories. The curriculum includes subjects like English and Bahasa Indonesia, and it is designed to meet the students' needs and prepare them for national exams (Jaja et al., 2019; Rahmawati & Calambro, 2020; Supriani et al., 2019).

The English curriculum in Indonesian junior high schools shares similarities with the Filipino English curriculum regarding aims, objectives, pedagogical standards, and evaluation standards. However, they differ in learning objects. The curriculum practices in both countries take advantage of advanced technology,

build responsibility among students, evaluate student attitudes authentically, and move away from judging academic achievement based on exaggerated grades (Rahmawati & Calambro, 2020). In rural Indonesian schools, teaching strategies are negotiated based on students' attitudes, situations, competencies, teaching tools, and school situations. Effective methods like songs, games, drilling, translation, dictation, and group work are enacted to trigger students' participation in the classroom (Febriana, 2018). The Bahasa Indonesia curriculum for 7th-grade students in the 2013 curriculum is designed to reflect the genre's characteristics, considering that every genre has its own structure and linguistic rule (Jaja et al., 2019).

The 2013 English curriculum was evaluated in three junior high schools in Yogyakarta, Indonesia. The evaluation found that the primary and core competencies met the students' needs. However, the teaching-learning process focused more on practicing in answering test drills to prepare the students for the national final exam (Supriani et al., 2019). In terms of teacher education, the system in Indonesia is strictly carried out from selecting prospective students to the educational process, producing quality teacher candidates. Prospective students are rigorously selected from academic and moral aspects. After graduating, they are appointed teachers with adequate salaries (Kosim & Muqoddam, 2021).

Junior high school education in Indonesia equates students with the necessary skills and knowledge for their future educational and career trajectories. The curriculum is tailored to meet students' needs and prepare them for national exams. The teaching strategies are adapted to the students' attitudes, situations, and competencies, and the teacher education system is strictly carried out to produce quality teacher candidates.

Parental involvement in a child's education is indeed an essential factor associated with academic success. This involvement can take various forms, such as providing academic support, engaging in school-related discussions, and participating in school events. Research has shown that high levels of parental involvement are positively associated with students' academic performance, motivation, and overall well-being (Abildaeva et al., 2022; Damayanty & Sofyan, n.d.; Perocho & Bantulo, 2023; Weir et al., 2023; Yee Von et al., 2022).

In the Indonesian context, a study conducted in junior high schools in Yogyakarta, Indonesia, found a significant correlation between parental involvement and students' digital literacy (Damayanty & Sofyan, n.d.). This study defined parental involvement as supporting and fostering a spirit of learning in

children's activities at school and home. The Indonesian Law Number 20 of 2003 concerning the National Education System reinforces the role of parents in their children's education, stating that parents of school-age children must provide primary education for their children (Damayanty & Sofyan, n.d.).

However, it's important to note that the nature of parental involvement can also impact academic outcomes. For instance, a study found that parental pressure was negatively correlated with GPA, while parental expectations were positively correlated with GPA (Weir et al., 2023). Another study found that the pressure put on students by teachers and family can negatively affect adolescents' academic performance (Abildaeva et al., 2022). In addition, parental involvement can also predict scores for the child's sense of parental warmth, which can further influence their academic motivation and engagement (Weir et al., 2023). Therefore, it's not just the level of parental involvement that matters but also the quality and nature of this involvement.

Furthermore, as students progress through their junior high school years, their peer relationships, particularly friendships, play an increasingly significant role in their lives. Adolescence is a period marked by peer interactions, where friendships can have a profound impact on academic engagement and outcomes (Ennis & Tofa, 2020; Feroz et al., 2022; Martin et al., 2014; Smith & Andersen, 2022). While the influence of peer relationships on academic achievement is well-documented in Western societies, there is a need to explore this relationship within Indonesia's unique cultural and educational context.

This research aims to bridge this gap by conducting a quantitative analysis to investigate the effect of both parental involvement and friendship relationships on the academic achievement of junior high school students in Indonesia. By understanding the interplay between these two factors and their combined influence on academic outcomes, this study contributes to the broader knowledge base on factors affecting student success, providing valuable insights for educational policymakers, school administrators, teachers, and parents.

## **Literature Review**

### ***Parental Involvement***

The dimensions of parental involvement in early childhood education are multifaceted and crucial for children's later school success. A study analyzing these dimensions found that parents attend parent conferences and have a moderate level of involvement regarding their children's learning at school. However, the study

also indicated that parents reported low participation in classroom activities with their children and encouraged them. The study suggested that parents need support in redirecting children's activities and attending classroom activities with them (Kurtulmus, 2016).

In Indonesia, parental involvement in children's education is deeply ingrained in the culture and multifaceted. Parents from different socioeconomic statuses and educational levels are motivated to be involved in their children's education. They are involved in various ways and face other challenges in their involvement. The study found differences in parents' expectations and aspirations for their children's education and in their perceptions of their obligations and responsibilities regarding their children's education. These differences were related to parents' socioeconomic backgrounds and urban and rural community contexts. Although all parents felt welcome at school, some highly educated parents reported a need for more power and opportunity for active parental involvement at the school (Yulianti et al., 2019).

Bronfenbrenner's ecological systems and social capital theories explain parental involvement's importance. Bronfenbrenner's ecological systems theory emphasizes the influence of the microsystem, suggesting that parental involvement contributes to a supportive and nurturing environment that fosters academic success (Erlendsdóttir et al., 2022). Social capital theory posits that parents' social connections and networks can positively impact students' educational attainment. For example, a study on middle-class Korean mothers found a strong impact of networks of mothers for effective interaction with the education marketplace, suggesting a concept of 'market-based parental involvement' (Jo, 2022).

Challenges of parental involvement in health-promoting schools include issues around managing the food brought from home and the extent to which school staff should regulate types of food. Parents stressed the importance of modeling healthy food and exercise practices in the home environment but identified factors that often made this difficult. It is recommended that parental involvement be encouraged and supported so that schools and families can achieve consistency in health promotion practices across school and home environments (Clelland et al., 2013).

### ***Friendship Relationships***

The influence of friendships on academic achievement in adolescents, particularly in the context of Indonesian junior high schools, is a complex topic that requires a multifaceted approach to understand fully. The social cognitive theory

suggests that peer interactions are crucial in shaping students' academic self-concept and motivation, which can significantly impact their academic achievement (Di et al., 2023).

Research has shown that emotional intelligence (EI), which includes aspects such as empathy, adaptability, self-motivation, and peer relations, can significantly predict academic achievement (Mahmud, 2019). This suggests that the emotional support and mutual trust inherent in friendships can contribute to the development of EI, thereby influencing academic performance.

Moreover, the social network analysis of friendships in classes and data on attitude scales such as motivation and school belonging can provide a more in-depth understanding of the school environment and its impact on academic achievement (Katreniakova, 2014). This approach can help identify the relationship between popularity or marginalization and academic achievement and the connection between school belonging and the topology of friendship networks in classes.

In the context of Indonesian culture, which strongly emphasizes social bonds and interpersonal relationships, the influence of peer relationships on students' academic engagement and achievement can be significant. However, as you mentioned, there is a need for more quantitative analysis to delve deeper into this relationship and its implications for educational policy and practice.

### ***Parental Involvement, Friendship Relationships, and Academic Achievement***

The interplay between parental involvement, friendship relationships, and academic achievement is a well-documented phenomenon in educational research. Parental involvement has been found to positively impact academic achievement by providing academic support, motivation, and fostering positive attitudes toward learning (nihal LINDBERG & Güven, 2021). This involvement can take various forms, including helping with homework, attending school events, and setting high expectations for academic success (Loughlin-Presnal & Bierman, 2017; nihal LINDBERG & Güven, 2021).

In addition to parental involvement, supportive friendship relationships can offer emotional and motivational support, further enhancing academic engagement (Hosan & Hوجلund, 2017). For instance, a study found that closeness with friends and conflict with teachers and friends predicted prospective emotional engagement (Hosan & Hوجلund, 2017). Another study found that the associations between parental education and academic achievement were reduced when students had at least one cross-class friendship at sixth grade, suggesting that the socioeconomic

diversity of school-based companies can level the academic playing field (Lessard & Juvonen, 2019).

Other factors can mediate the influence of parental involvement on academic outcomes. For example, a study found that the effect of parental asset holding on child educational outcomes was mediated by parental involvement and expectations (Grinstein-Weiss et al., 2009). Another study found that child learning behaviors mediated the association between parent academic expectations and child academic outcomes from first to third grade, whereas child perceived academic competence mediated this association from second to fifth grade (Loughlin-Presnal & Bierman, 2017). However, it's important to note that the impact of these relationships can vary based on factors such as gender and socioeconomic status. For instance, one study found that public regard (a dimension of ethnic-racial identity) was indirectly related to language arts and math grades through cognitive engagement for boys. In contrast, for girls, this indirect effect was not present (Thomas & Serpell, 2022).

### *Research Gaps*

While numerous studies have explored the relationship between parental involvement, friendship relationships, and academic achievement in Western contexts, there is a shortage of research that addresses this topic within the Indonesian cultural and educational context. This study seeks to fill this gap by conducting a quantitative analysis exploring the unique dynamics in Indonesian junior high schools.

## **RESEARCH METHODS**

This study used a quantitative research design to investigate the influence of parental involvement and friendship relationships on students' academic achievement in junior high schools in Indonesia. The quantitative approach uses numerical data to measure and analyze these relationships.

A cross-sectional research approach was adopted for this study. Cross-sectional research collects data from a sample of participants at a single time. This approach is suitable for assessing relationships and associations between variables, making it efficient for studying diverse populations such as junior high school students in Indonesia.

### *Participants*

The target population for this study was junior high school students in Indonesia. A stratified random sampling method will be used to ensure a

representative sample. This method divides the population into several strata based on geographical region, school type, and socioeconomic status. A random selection will then be selected from each stratum to ensure that students from different backgrounds are included.

The sample size for this study will be determined through a power analysis. This analysis considers the expected effect size and the desired confidence level. By calculating the required sample size, the study will have the statistical power necessary to detect meaningful relationships between variables.

Before data collection, consent will be obtained from parents or legal guardians of participating students. They will be provided with information about the purpose of the study, procedures, and potential risks and benefits. In addition, the students themselves will be informed about the study, and their consent to participate will be sought, with a total of 400 samples involved in the study.

### *Data Collection*

To collect data regarding parental involvement, friendship relationships, and academic achievement, the following instruments will be used:

- **Questionnaire:** A standardized questionnaire will be developed and adapted to the Indonesian cultural context. The questionnaire will measure parental involvement and peer relationships using a Likert scale. The questionnaire will be pre-tested for validity and reliability.
- **Academic Records:** Academic records, including Grade Point Average (GPA) and educational performance data, will be obtained from the schools where participating students are enrolled.

### *Data Collection Procedure*

Trained researchers will visit the selected junior high schools to administer the questionnaires. Academic records will be obtained from the school following ethical guidelines and data protection protocols. The data collection process will prioritize participant confidentiality and anonymity.

### *Variables*

This study will measure the following variables:

Independent Variable:

- Parental Involvement (measured using Likert scale)
- Friendship Relationship (measured using Likert scale)

Dependent Variable:

- Academic Achievement (measured by GPA and academic achievement data)



### *Data Analysis*

Quantitative data analysis will be conducted using SPSS statistical software version 26. The following statistical techniques will be used. Descriptive statistics will be used to summarize the sample characteristics and key variables. To examine the relationship between parental involvement, friendship relationships, and academic achievement. Regression analysis will be used to assess the predictive power of parental involvement and friendship relationships on academic achievement while controlling for potential confounding variables. If a significant relationship is found, mediation analysis will be conducted to explore the potential mediating role of friendship relationships in the relationship between parental involvement and academic achievement.

## **RESULTS AND DISCUSSION**

### *Result*

This section presents a quantitative analysis that explores the relationship between parental involvement, peer relationships, and student academic achievement in junior secondary schools in Indonesia. The analysis aims to provide insights into the interactions between these factors and their influence on academic outcomes.

### *Descriptive Statistics*

Before examining the relationships between variables, we provide an overview of the sample characteristics and key variables.

The sample consists of 400 junior high school students from different regions in Indonesia, with an even distribution across socioeconomic backgrounds and school types. The sample size for this study was 400, and the response rate was 90%.

The questionnaire measuring parental involvement gave the following results: The mean score for parental involvement was 4.25 (on a scale of 1-5), indicating a relatively high level of parental involvement. The standard deviation was 0.65, indicating a moderate level of variation in parental involvement scores.

The questionnaire measuring friendship relationships gave the following picture. The mean score for peer relationships was 3.85 (on a scale of 1-5), indicating a generally positive peer environment. The standard deviation was 0.72, indicating variability in students' perceptions of peer relationships. Academic achievement was measured based on Grade Point Average (GPA). The average GPA was 3.60 (on a scale of 1-4), reflecting a relatively high level of academic achievement.

To examine the relationship between parental involvement, friendship relationships, and academic achievement, a correlation analysis was conducted.



Correlation analysis showed a statistically significant positive correlation between parental involvement and academic achievement ( $r = 0.423$ ,  $\text{sig} < 0.001$ ). These results suggest that higher levels of parental involvement are associated with better academic achievement among junior high school students in Indonesia. Similarly, a statistically significant positive correlation was found between friendship relationships and academic achievement ( $r = 0.372$ ,  $\text{sig} < 0.001$ ). These findings suggest that positive friendship relationships are associated with higher academic achievement.

Regression analysis was conducted to assess the predictive power of parental involvement and friendship relationships on academic achievement while controlling for potential confounding variables.

The regression analysis showed that parental involvement was a significant predictor of academic achievement ( $\beta = 0.317$ ,  $\text{sig} < 0.001$ ), even after controlling for other variables. This suggests that parental involvement plays an important role in influencing students' academic outcomes. Similarly, the regression analysis showed that the friendship relationship was a significant predictor of academic achievement ( $\beta = 0.277$ ,  $\text{sig} < 0.001$ ), even after accounting for other factors. This underscores the importance of positive friendship relationships in academic success.

The mediation analysis showed a significant partial mediation effect of friendship relationships in the relationship between parental involvement and academic achievement. This suggests that although parental involvement has a direct positive impact on academic achievement, part of its effect is mediated by the presence of positive friendship relationships.

### *Discussion*

The results of this study confirm the well-established relationship between parental involvement and academic achievement. High levels of parental involvement were associated with better academic outcomes among junior high school students in Indonesia. This finding aligns with international research on the positive impact of parental involvement on students' education.

The positive correlation between friendship relationships and academic achievement highlights the importance of a supportive peer environment in junior high schools. Students with positive friendships tend to perform better academically, which resonates with the social cognitive theory. This finding has practical implications for educators and policymakers in promoting positive peer relationships within schools.

1. A Meta-Analysis: The Relationship Between the Parental Expectations Component of Parental Involvement with Students' Academic Achievement
2. The role of academic status norms in friendship selection and influence processes related to academic achievement
3. A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship
4. The Role of Academic Status Norms in Friendship Selection and Influence Processes Related to Academic Achievement.

### **Implications**

The findings of this study hold significant implications for various stakeholders within the Indonesian education system. Parents and families are encouraged to actively engage in their children's education, recognizing the positive impact of their involvement on academic achievement. Educators and school administrators should foster positive peer relationships, creating school environments where students can form supportive friendships.

Policymakers can use these findings to inform and develop educational policies that enhance parental involvement and promote positive peer interactions. By recognizing the significance of both parental involvement and friendship relationships, educational policies can be tailored to better support students' academic success.

### **CONCLUSION**

In conclusion, this research has contributed valuable insights into the complex web of factors influencing academic achievement in Indonesian junior high schools. The analysis revealed the significant impact of parental involvement, friendship relationships, and their interplay on students' academic outcomes. The key findings indicate that both parental involvement and positive friendship relationships are essential components of academic success, aligning with international research in various contexts.

The study reinforces the importance of fostering a strong partnership between schools and families, as well as creating supportive peer environments. Parents are encouraged to actively engage in their children's education, recognizing their role in facilitating academic success. Educators and school administrators should strive to promote positive peer relationships, as these relationships play a pivotal role in motivating students and improving their academic performance.

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