

PARENTAL SUPPORT AND PEER ENVIRONMENT ON ACADEMIC ACHIEVEMENT THROUGH LEARNING MOTIVATION MEDIATION

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ABSTRACT

The aim of this research is to examine the influence of parental support and peer environment on student academic achievement, as well as to understand the mediating role of learning motivation in this relationship. This study uses a quantitative research approach. In the data collection process, researchers distributed questionnaires to respondents. In addition, secondary data used were the grade point average (GPA) of students of the Faculty of Economics class of 2020. Proportional random sampling technique was used, with a sample size of 217 people. Data were analyzed with the help of the SPSS 27 program. Parental support and the peer environment positively influence academic achievement and learning motivation. Parental support and a supportive peer environment significantly enhance students' learning motivation, which in turn improves academic performance. Learning motivation acts as a mediator between both parental support and peer influence, and academic achievement. Thus, strong parental support and a positive peer environment are crucial for boosting students' motivation and academic success.

Keywords: Parental support, Peer environment, Academic achievement, Learning motivation

ABSTRAK

Tujuan penelitian ini adalah untuk mengkaji pengaruh dukungan orang tua dan lingkungan teman sebaya terhadap prestasi akademik siswa, serta untuk memahami peran mediasi motivasi belajar dalam hubungan tersebut. Penelitian ini menggunakan pendekatan penelitian kuantitatif. Dalam proses pengumpulan data, peneliti menyebarkan kuesioner kepada responden. Selain itu, data sekunder yang digunakan adalah Indeks Prestasi Kumulatif (IPK) mahasiswa fakultas ekonomi angkatan 2020. Teknik pengambilan sampel proporsional random digunakan, dengan jumlah sampel sebanyak 217 orang. Data dianalisis menggunakan bantuan program SPSS 27. Hasil penelitian menunjukkan bahwa dukungan orang tua dan lingkungan teman sebaya berpengaruh positif terhadap prestasi akademik dan motivasi belajar. Dukungan orang tua dan lingkungan teman sebaya yang mendukung secara signifikan meningkatkan motivasi belajar siswa, yang pada gilirannya meningkatkan kinerja akademik. Motivasi belajar bertindak sebagai mediator antara dukungan orang tua dan pengaruh teman sebaya, serta prestasi akademik. Oleh karena itu, dukungan orang tua yang kuat dan lingkungan teman yang positif sangat penting untuk meningkatkan motivasi siswa dan keberhasilan akademik.

Kata kunci: Dukungan orang tua, Lingkungan teman sebaya, Prestasi akademik, Motivasi belajar

INTRODUCTION

Education is the main milestone in the establishment of a nation that is advanced in various aspects of life, education which contains knowledge is a guide for humans to create a better life. Education is used as an encouragement to develop the potential of quality human resources so as to create a generation that is ready to compete and face global problems in the future. Education has several levels, where the highest level of education is university. University is one of the educational institutions that plays a role in efforts to manage human resources and increase student competitiveness, where every student must have knowledge that continues to develop and improve (Indrawati & Kuncoro, 2021).

The knowledge that students gain in their education at higher education is measured by the academic achievements they obtain. However, there are several obstacles to achieving good academic achievement, for example a lack of support from parents which can make someone feel less motivated or doubt their abilities, excessive pressure from parents, a social environment that prioritizes non-academic things such as entertainment, or other things can distract from learning, and a lack of confidence in one's own abilities can prevent someone from learning and achieving.

Universitas Negeri Jakarta, especially the Faculty of Economics, is an educational institution that has a variety of students with diverse backgrounds. Understanding the factors that influence academic achievement in this environment is very relevant to improving the quality of education. Such as parental support and peer environment are two external factors that often have a significant impact on student academic development and success (Park & Holloway, 2017; Maghfirah et al., 2023). Examining the influence of both can provide valuable insights for the development of educational strategies and student support. However, there is learning motivation which is an internal factor that can bridge external influences on academic outcomes. By understanding how learning motivation functions as a mediator, this study can provide a more holistic picture of the learning process.

Success within the scope of education is often associated with successful academic achievements (Kusumastuti, 2020). There are many factors that influence students in achieving good academic achievement, one of which is parental support. Parental support is support given by parents in the form of comfort, attention, appreciation or help given by parents with an attitude of accepting the child's condition (Wang et al., 2021). According to studies carried out by Kaesa et al. (2024) it is revealed that parental support has a significant influence on the academic achievement of students at the Faculty of Communication and Multimedia, Mercu Buana University.

The peer environment is the next factor that can influence academic achievement. The peer environment is one in which individuals with similar age and status engage in intense and frequent interaction, which can have either a positive or negative effect on the environment (Khairinal et al., 2020). In line with the research conducted Puspasari and Wahyudin (2018) Peer environments are recognized to have a significant and positive affect on computer accounting learning achievement.

Another factor that influences academic achievement that is widely researched is learning motivation. Motivation to learn is a trigger factor for students to further increase their interest in learning so that they can improve their academic achievement (Berek et al., 2023). This is supported by research Sumarsono et al. (2021) is believed that the level of learning motivation can make a positive contribution to student achievement. This means that when motivation is at a strong level, it is very possible to increase learning achievement, and vice versa, learning achievement will be low when motivation is low. Given the context, research and analysis on how peer pressure, parental support, and learning motivation affect students' academic progress are required. The aim of this research is to examine the influence of parental

support and peer environment on student academic achievement, as well as to understand the mediating role of learning motivation in this relationship.

LITERATURE REVIEW

Academic achievement

According to Masrifani and Nopiani (2017) Academic Achievement is the outcome of an evaluation of the learning tasks completed. It is a type of final formulation provided by the instructor to determine the degree to which the student's abilities are expressed in terms of symbols, numbers, letters, or sentences that can represent the outcomes attained. Academic achievement is one of the main indicators of educational success that provides an overview of how well students understand the subject matter and can apply it (Shao et al., 2023). Academic achievement or academic performance is the extent to which students, educators or institutions achieve educational goals, both short and long term. According to Nadiyah (2023), the indicator used to measure academic achievement is the Grade Point Average (GPA).

Parental Support

Parental support refers to the understanding that parents have of their duty to consistently educate and grow their children by helping them meet their basic requirements, which include attention, a sense of safety and comfort, and financial support (Putra et al., 2020). Parental support plays a significant role in increasing students' motivation and academic achievement. Supported by research of Werang et al. (2024) there is a positive and significant influence of parental support on academic achievement. Parents who provide full support tend to produce children who are more motivated and have high self-confidence in pursuing their academic goals. Parental support is support given by parents which is proven by giving love, attention and reinforcement in the form of appreciation, it is hoped that the child will develop a good mentality. According to Putra et al. (2020), the four types of help that parents can provide are instrumental, educational, emotional, and supportive.

Peer Environment

Peer environments are those in which people with comparable ages and social standing engage in intense and frequent interactions that can have either beneficial or negative effects. (Khairinal et al., 2020). The peer environment plays an important role in the social and emotional development of individuals, especially during adolescence, so a positive peer environment tends to create an atmosphere that supports learning and achievement. Supported by research results Masrifani and Nopiani (2017) that the peer environment positively and significantly influences student learning achievement. A peer environment is a group or environment consisting of a group of children or teenagers who are relatively close or almost the same age, in which there is a place for them to provide information about various things that can be measured by several indicators according to Amelia and Ridwan (2022), namely: (1) Social interaction in a peer environment, (2) Individual involvement in interaction, (3) Peer support, (4) become a study buddy, and (5) increase self-esteem.

Learning Motivation

The psychological engine that propels each student to study in order to meet learning objectives is known as their learning motivation (Novianti et al., 2020). Learning motivation is an internal drive that drives students to learn and achieve academic success. Supported by research results Steinmayr et al. (2019) student learning achievement is positively and significantly impacted by the learning motivation component. Learning motivation according to Muafiah (2020) is encouragement from within and from externally for every student who is studying in order to change behavior which is supported by other elements that support it and

can be measured by several indicators, namely: (1) a strong desire to succeed, (2) a supportive environment and the necessity of education, (3) aspirations and hopes for the future, (4) an appreciation of education, (5) engaging learning activities, and (6) the presence of an environment that is conducive to learning, allowing students to learn effectively.

METHOD

This research uses a quantitative research method. The survey method is a research technique used to gather vast amounts of data on both small and big populations. However, the data analysis is done using samples drawn from the population in order to identify correlations between variables, which can be done using questionnaires. Students from Faculty of Economics, Universitas Negeri Jakarta Class of 2020 made up the study's population. Proportional random sampling technique was used, with a samples for this investigation were obtained using the Slovin formula, which had a 5% or 0.05 margin of error. This allowed researchers to calculate the required sample size, which might reach up to 217 respondents. In the data collection process, researchers distributed questionnaires to respondents, which has been tested for reliability and validity. The questionnaire was developed based on previous literature reviews, namely the parental support variable using indicators from Putra et al. (2020), the peer environment variable measurement indicators use the indicators presented by Amelia and Ridwan (2022), while the learning motivation indicators are modified based on Muafiah (2020). In addition, secondary data used were the grade point average (GPA) of students of the Faculty of Economics class of 2020. Path analysis processing techniques were carried out using the IBM SPSS 27 (*Statistical Package for the Social Sciences*) program. Before testing path analysis, the data was tested using classic assumption tests and data prerequisites.

RESULTS AND DISCUSSION

Partial Test (T Test)

According to the following Table 1, the variable parental support (X1) on learning motivation (Z) has a positive value of 7.455 > 1.652 in the t-count, which is in line with the t-table's significant value of 0.001, which is less than 0.05. Additionally, the Table 1 shows that the peer environment variable (X2) on learning motivation (Z) has a positive value of 5.843 > 1.652 with a significant value of 0.001, which is less than 0.05.

Table 1. Partial Test (T-Test) Model 1

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	33.816	5.901		5.730	< .001
	Parental Support	.428	.057	.443	7.455	< .001
	Peer Environment	.347	.059	.347	5.843	< .001

a. Dependent Variable: Learning Motivation

Based on Table 2, the t-count value for the variable parental support (X1) on academic accomplishment (Y) can be observed from the t-table with a significant value of 0.005, which is larger than 0.05, and a positive value of 2.824 > 1.652. This information is evident from the table above. Additionally, t-count shows a positive value of 3.635 > 1.652 for the peer environment variable (X2) on academic accomplishment (Y), and t-table shows a significance value of 0.001, which is less than 0.05. Lastly, the t-table indicates that the variable learning

motivation (Z) on academic accomplishment (Y) has a positive value of 4,740 > 1,652 with a significance value of 0.001, which is less than 0.05.

Table 2. Partial Test (T-Test) Model 2

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	2.618	.086		30.347	< .001
	Parental Support	.002	.001	.197	2.824	.005
	Peer Environment	.003	.001	.243	3.635	< .001
	Learning Motivation	.004	.001	.338	4.740	< .001

a. Dependent Variable: Academic Achievement

Coefficient of Determination Test (R² Test)

The determinant coefficient (R² or r square) is intended to estimate how big the relationship is between the independent variable and the dependent variable. The coefficient of determination can be found by multiplying R² by 100%. Based on the data in the Table 3, it shows that R has a value of 0.495 x 100% = 49.5%. So it can be concluded that there is an influence between the variables parental support (X1), peer environment (X2) on learning motivation (Z) of 49.5%. Based on the data in the Table 4, it shows that R has a value of 0.452 x 100% = 45.2%. So it can be concluded that there is an influence between the variables parental support (X1), peer environment (X2), learning motivation (Z) of 45.2%.

Table 3. Determination Coefficient Test (R² Test) Model 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703 ^a	.495	.490	7.406

a. Predictors: (Constant), Peer Environment , Parental Support

Table 4. Determination Coefficient Test (R² Test) Model 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 ^a	.452	.444	.10079

a. Predictors: (Constant), Learning Motivation , Peer Environment , Parental Support

Path Analysis

It is possible to draw the conclusion that Parental Support (X1) has a 44.3%, or 0.443, magnitude of influence on Learning Motivation (Z). Moreover, Peer Environment (X2) has a 34.7%, or 0.347, magnitude of influence on Learning Motivation (Z). The e1 value can be obtained with $e1 = \sqrt{(1 - R \text{ Square})} = \sqrt{(1 - 0.495)}$ of 0.711. The aforementioned table data shows that there is a 19.7%, or 0.197, degree of relationship between parental support (X1) and academic achievement (Y). Additionally, there is a 0.243 or 24.3% magnitude of influence that the peer environment (X2) has on academic achievement (Y). Moreover, learning motivation (Z) has a 33.8%, or 0.338, magnitude of influence on academic achievement (Y). The value of e2 can be obtained by $e2 = \sqrt{(1 - R \text{ Square})} = \sqrt{(1 - 0.452)}$ of 0.742. The influence of parental support on achievement through learning motivation is $0.443 \times 0.338 = 0.150$ or 15%. While

the influence of peer environment on academic achievement through learning motivation is $0.347 \times 0.338 = 0.117$ or 11.7%. The results of the path analysis can be seen in Figure 1.

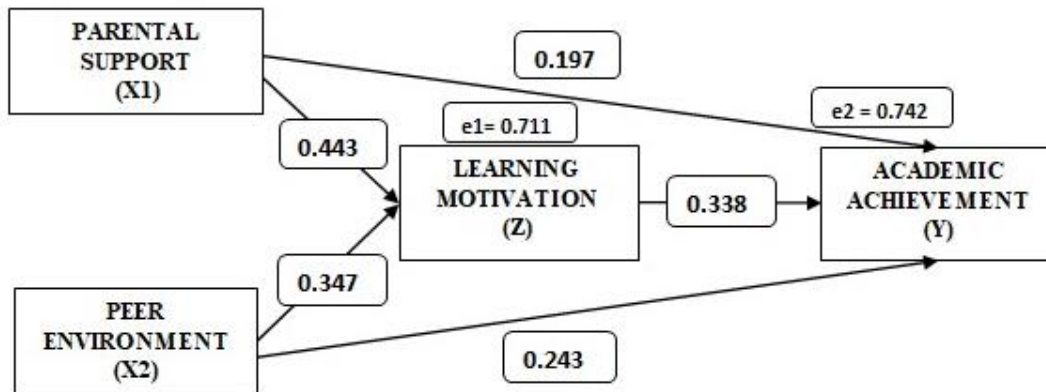


Figure 1. Model Path Coefficients

Sobel Test

The purpose of the Sobel test is to determine if the mediating variable has the capacity to mediate relationships between other variables. The Sobel test methodology is implemented through the computation of indirect effect coefficients and standard error. This test means that if $t > 1.96$ there is a mediation relationship. Conversely, if $t < 1.96$ then there is no mediation relationship.

Sobel test of the Learning Motivation variable mediates the influence of Parental Support (X1) on Academic Achievement (Y)

$$S_{ab} = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

$$S_{ab} = \sqrt{0.338^2 0.057^2 + 0.443^2 0.001^2 + 0.057^2 0.001^2}$$

$$S_{ab} = 0,0193$$

Note:

- a : Direct effect coefficient of the Parental Support variable on the Learning Motivation variable
- b : Direct effect coefficient of the Learning Motivation variable on the Academic Achievement variable
- Sa : Standard Error of a
- Sb : Standard Error of b

Look for t-count statistics on the effect of mediation/ *intervening*

$$t = \frac{ab}{S_{ab}} \quad t = \frac{0,150}{0,0193} \quad t = 7,77$$

Note:

- t : t-calculate the mediation
- ab : Indirect effect coefficient

It can be concluded that learning motivation can mediate the influence of parental support on academic achievement after the Sobel test is conducted. The result of the variable Parental Support (X1) on Academic Achievement (Y) through the mediation of Learning Motivation (Z) is 7.77, where this result is greater than 1.96.

Sobel test of the Learning Motivation variable mediates the influence of Peer Environment (X2) on Academic Achievement (Y)

$$S_{ab} = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

$$S_{ab} = \sqrt{0.338^2 0.059^2 + 0.347^2 0.001^2 + 0.059^2 0.001^2}$$

$$S_{ab} = 0,0199$$

Note:

a : Direct effect coefficient of the Peer Environment variable on the Learning Motivation variable

b : Direct effect coefficient of the Learning Motivation variable on the Academic Achievement variable

Sa : Standard Error of a

Sb : Standard Error of b

Look for t-count statistics on the effect of mediation/ intervening

$$t = \frac{ab}{S_{ab}} \quad t = \frac{0,117}{0,0199} \quad t = 5,88$$

Note:

t : t-calculate the mediation

ab : Indirect effect coefficient

In summary, learning motivation has the ability to mediate the impact of the peer environment on academic achievement after the Sobel test is conducted. The result of the Friend Environment variable (X2) on Academic Achievement (Y) through the mediation of learning motivation (Z) is 5.88, where this result is greater than 1.96.

Discussion

The Effect of Parental Support on Academic Achievement

The findings of the research indicate that the parental support variable is positively correlated with academic accomplishment, as indicated by the positive t-count value of 2.824 > 1.652 in the t test results. The t-count value is more than the t-table value, as can be seen from the t-table. A significant value less than 0.05, or 0.005, is found for the parental support variable in relation to the academic accomplishment variable. Therefore, it may be concluded that factors related to parental support are positively and significantly correlated with academic accomplishment. In line with research results Kaesa et al. (2024) there is a positive and significant influence of parental support on academic achievement. And supported by research results Rosalina and Yamlean (2021) Academic achievement can be positively and significantly impacted by family support. Parental support is defined as the obligation parents have to their children, and it manifests itself in the comfort, attention, gratitude, and help those children receive from their parents.

The Effect of Peer Environment on Academic Achievement

The findings of the t test, which have a positive t-count value of 3.635 > 1.652, indicate a relationship between the peer environment variable and the academic achievement variable based on the research that has been done. The t-count value is more than the t-table value, as can be seen from the t-table. When it comes to the academic accomplishment variable, the peer environment variable has a significance value of 0.001, which is less than 0.05. Thus, it may be concluded that a greater number of peer contextual factors significantly and favorably affect academic attainment. In line with research results Puspasari and Wahyudin (2018) that learning achievement is positively and significantly impacted by the peer environment. And it is supported by research results Masrifani and Nopiani (2017) that the peer environment positively and significantly influences student learning achievement. This is because there are many peers who provide motivation, help solve problems and help with lecture difficulties.

The Effect of Parental Support on Learning Motivation

A positive t-count value of 7.455 > 1.652 indicates that the parental support variable for the learning motivation variable is evident in the t test results, which are based on the study that has been conducted. The t-count value is more than the t-table value, as can be seen from

the t-table. A significant value less than 0.05, or 0.001, is found for the parental support variable in relation to the learning incentive variable. Thus, it can be concluded that factors related to parental support are positively and significantly associated with learning motivation. In line with research results Imelda et al. (2021) there is a significant positive influence between parental support on learning motivation. Parental support in creating a learning atmosphere for children is very influential because in general children still depend on their parents, both for moral support and material support. Motivation from parents is also really needed by children as support and supervision for children. Supported by research results Zulfiana (2022) that learning motivation is significantly and favorably impacted by parental support.

The Effect of Peer Environment on Learning Motivation

According to the research findings, the impact of the peer environment variable on the learning motivation variable is evident in the t-test results, which show a positive t-count value of $5.843 > 1.652$. The t-count value is more than the t-table value, as can be seen from the t-table. For the learning motivation variable, the peer environment variable has a significance value of 0.001, which is less than 0.05. Thus, it can be concluded that factors related to parental support are positively and significantly associated with learning motivation. In line with research results Hartanti (2023) there is a positive and significant influence of the peer environment on learning motivation. Supported by research results Faizzana and Arisona (2022) the peer environment will have direct or indirect contact with other people or friends, through these regular meetings, either consciously or unconsciously they will start to learn and develop interest and motivation within themselves. obtained from peer social groups at school.

The Effect of Learning Motivation on Academic Achievement

The t test findings show that the motivation variable is the academic accomplishment variable, based on the study that has been conducted. This is evident from the positive value of the t-count of $4.740 > 1.652$. The t-count value is more than the t-table value, as can be seen from the t-table. For the academic accomplishment variable, the learning motivation variable has a significance value of 0.005, which is less than 0.05. Therefore, it can be concluded that factors related to learning motivation are positively and significantly correlated with academic accomplishment. Supported by research results Hafidz et al. (2022) Academic achievement and learning motivation are positively and significantly correlated. According to research findings Sunarti (2018) student learning achievement is positively and significantly impacted by the learning motivation component. Students' level of success or failure in their learning activities is determined by their motivation, as it is difficult to achieve in school without motivation. A person engages in the learning process with the intention of accomplishing a goal. This process is not as simple as one may think, as achieving a brilliant goal necessitates sacrifice and motivation to overcome a variety of obstacles. A person is enthusiastic about realizing his goals.

Learning Motivation Mediate the Effect of Parental Support on Academic Achievement

It is evident from the research findings that the learning motivation variable has the capacity to moderate the impact of parental support on academic accomplishment. The learning motivation variable's 7.77 score, which is more than 1.96, indicates that the Sobel test results indicate that the variable can mediate the effect of parental support on academic achievement. Thus, research can validate the idea that learning motivation characteristics can modulate the effect of parental support on academic accomplishment. Supported by research Maulidya and Rustam (2019) the impact of parental social support on academic achievement might be mitigated by intrinsic learning drive, which is a highly beneficial factor. Academic accomplishment is positively correlated with both parental social support and students' intrinsic

learning drive; conversely, academic achievement is inversely correlated with parental social support and students' intrinsic learning motivation. According to research findings Hutasuhut and Wirawan (2019), When it comes to the link between parental support and academic achievement, learning motivation is a key mediator.

Learning Motivation Mediate the Effect of Peer Environment on Academic Achievement

The study's conclusions make it clear that the learning motivation variable might operate as a mediator between the effects of peer pressure and academic achievement. Considering that the variable's outcome is 5.88, greater than 1.96, the Sobel test results demonstrate that the learning motivation variable can mitigate the impact of the peer environment on academic achievement. Thus, research can support the concept that learning motivation characteristics can mediate the impact of the peer environment on academic accomplishment. Supported by research results Meliana et al. (2022) that learning motivation mediates the relationship between peer environment and learning achievement, because in achieving the desired learning achievements, students not only have a good peer environment but students must also have motivation to learn. Even though students have a good peer environment, they don't have the motivation to learn, meaning students never learn, it's useless. Because in learning, students must have motivation as a driving force to carry out learning activities. In line with research Kaynak et al. (2023); and Shao et al. (2024) that learning motivation fully mediates the influence of the peer environment on academic achievement.

CONCLUSION AND RECOMMENDATION

Conclusion

Academic achievement results are positively and significantly influenced by parental support with a t-count value of $2.824 > t\text{-table } 1.652$. This means that parental guidance can improve children's academic achievement. Academic achievement is positively and significantly influenced by the peer environment with a t-count value of $3.635 > t\text{-table } 1.652$, this shows that a supportive friendship environment will increase high academic achievement. Learning motivation is positively and significantly influenced by parental support with a t-count of $7.455 > t\text{-table } 1.652$, meaning that children who receive support from their parents will be more motivated to learn. Learning motivation is positively and significantly influenced by the peer environment with a positive t-count value of $5.843 > t\text{-table } 1.652$, indicating that a supportive social group will increase learning motivation. Academic achievement is positively and significantly influenced by learning motivation with a positive t-count of $4.740 > t\text{-table } 1.652$, indicating that a strong motivation to learn can improve superior academic achievement. Parental support can provide a mediating effect on academic achievement through learning motivation with a t-count of $7.77 > t\text{-table } 1.96$. In other words, children who receive support from their parents will be more motivated to learn, so that their academic achievement will be higher. Positive peer pressure can increase learning motivation, which in turn can have an impact on academic achievement with a t-count of $5.88 > t\text{-table } 1.96$. This means that learning motivation can act as a mediator between peer pressure and academic achievement.

Recommendation

This study is not perfect because of the many limitations faced by the researcher. Therefore, several recommendations are formulated for further researchers, (1) future researchers can include additional variables that can also influence students' academic achievement. These new variables include internal and external factors that can affect academic achievement as a whole. (2) it is recommended that further researchers create questionnaires that are not too many and long so that respondents do not feel bored and can fill out the

questionnaire accurately according to the intent of the questions asked, and (3) in subsequent studies, it is recommended that researchers use larger samples not only at S1 (bachelor program) but all levels of study programs.

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