

The Role of Peer Group, Parental Involvement and Classroom Climate on Students' Achievement

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ABSTRACT

The development of students is often marked by the success of achieving student achievement in school. The achievement is often used as one of the benchmarks of the success and performance of a school. However, it is possible that on the other hand the development of students is also influenced by family and environmental factors. This study aims to find empirically factors such as Peer Group, Parental Involvement and Classroom Climate in forming Student Achievement. Research method with the correlational approach. The sample of the study were 148 students. Data collecting technique with Likert Scale questionnaire ranges from 1 to 5. Construct validity of each questionnaire with Principle component axis through Varimax Rotation with the eigen value of 0.600. The results showed that: first, there was positive influence of Peer Group (X1), Parental Involvement (X2) and Classroom Climate (X3) both individually and collectively to Student Achievement with R^2 of 0.710 with variance determination of 0.504. That is, the contribution of Peer Group (X1), Parental Involvement (X2) and Classroom Climate (X3) together in form Student Achievement students of 50.4% while the rest of which is 49.6% formed by at least 1 (one) other variables Based on the residual sum of squares ratio of 2482.448 with sum of squares regression of 2520.579. While Fregression generated at 48.737 is very significant at $\alpha < 0.01$. The decisive main role of forming Student Achievement is Classroom Climate (X3) with t of 5.182 is very significant at $\alpha < 0.01$. The second determinant role of forming Student Achievement is Peer Group (X1) with t equal to 4,047 is very significant at $\alpha < 0.01$. Secondly, there is a difference in Student Achievement if the differentiated level of education with F of 3.991 is significant at $\alpha < 0.05$. Apparently fourth-grade elementary school better achievement than class student 5 and 6 with average equal to 30.5294 and standard deviation equal to 4.86207 significantly at $\alpha < 0,05$. The implication of the research is the need to develop new policies in education governance through the realization of an educational model that creates Transformational Classroom Climate and learning that focuses on Peer Group through Cooperative Learning in order to increase the capacity and potential of students to be maximal in order to maximize Student Achievement.

Keywords: *peer group; parental involvement; classroom climate*

INTRODUCTION

Student achievement is an important construct in the world of education, so much research has been done to examine the various factors that play a role in improving student achievement [1]. Students' achievements are often regarded as individual student attributes and not as a result of teacher learning practices [2]. The theory of achievement lies in both social and cognitive motivation, this theory focuses on students' intentions and students' reasons for engaging, choosing and surviving in each of the different learning activities [3].

A longitudinal study attempted to present student achievement was assessed from teacher practice and instructional participation where teachers who participated in professional development and focus on mathematics subjects significantly tended to increase student focus on the studied topic ($b = 0.147$, $p < 0.21$) [4]. While other longitudinal studies analyzed the impact of classroom peers on student achievement in Florida for five years. The results found a significant correlation between peer effects in the classroom level and not in the general class and the differences in teacher outcomes were also determined by the students' ability [5]. This means that classroom conditions play a role in the formation of student achievement.

Classroom is a major micro context where students and teachers interact both socially and emotionally [6]. An environment that describes the interaction between education, psychological, social, cognitive, organizational and physical variables that influence students in learning and perform their functions commonly known as classroom climate [7]. Classroom climate is a construct that describes the support of teachers, clarity of rules and expectations, consistent implementation of rules, commitment and achievement orientation, interaction, discipline application, innovation, cultural pluralism support and security issues [2]; [8]

Various studies have proven the relevance of classroom climate with student achievement. A positive classroom climate is usually characterized by a teacher's awareness of the student's emotional state so as to respond to the students and provide activities according to their age and condition; Teachers encourage students to grow so as to meet their academic needs; And teachers are trying to create a sense of community and foster positive relationships that ultimately become an indicator of success is academic success because teachers are able to make students more involved and enthusiastic in learning [6,9]. Even classroom climate is able to mediate the impact of school facility quality on student achievement [10].

Students' academic achievement is not only necessarily formed by the classroom climate and the elementary school students are more likely to need the role of parents in their school [11]. Parents play a role in shaping student academic achievement. Several previous studies have tried to see the role of parental involvement as a means to improve student academic achievement. A case study on an elementary school confirms the importance of parental involvement in improving student achievement [12]. Even longitudinal studies find parental involvement capable of mediating family poverty and mathematics learning achievement of children in kindergarten [13]. Other studies have found that parental involvement can predict the decline in problem behavior and improve the social skills of elementary school students, but in this context parental involvement does not predict student change in achievement [14].

In developmental tasks, a positive peer relationship is a primary requirement for elementary school age children even through adolescence. A meta-analysis study shows

that peer groups relate to student cooperation rather than individualistic competition and attitude so as to prove a positive relationship between peer groups and student achievement at the secondary school level [15]; [16]. As for elementary school-aged children, peer group interaction plays a central role in achievement improvement [17].

Several studies on academic achievement in primary schools have found that academic achievement is more supported by both students' social and emotional competence and is preferred by teacher roles and support [18]; [19]. This research tries to see the support of student achievement from three main aspect that is a teacher in managing classroom climate, parental involvement, and peer group.

RESEARCH METHOD

Research method with a correlational approach. The sample of the study was 148 students consisting of 4th graders of elementary school as many as 17 students, 5th grades of elementary school counted 101 students and 6th-grade students as many as 30 students. The data collecting technique with Likert Scale questionnaire ranges from 1 to 5.

Student achievement instruments are structured with reference to students' academic potential. Instrument prepared by looking at students' ability in reading comprehension, mathematic, written expression, the source of information, basic composite, social studies, science and analytical thinking. While classroom climate instrument is prepared by referring to some indicators of imaginative context, interpersonal context, regulative context and instructional context [20].

Instrument to see parental involvement is arranged with reference to three main dimensions: parental involvement socializes, parental involvement generates social control and parental involvement gives parents access to insider information [12]; [21]. Instrument peer group compiled with reference to some indicator that is a comfort, acceptance, caring, problem-solving, mutual help, togetherness, an existence of idea and sharing [22].

Construct validity of each questionnaire with Principle component axis through Varimax Rotation with Eigen value of 0.600

RESULT

TABLE 1. DATA DESCRIPTION

	N	Mean	Std Deviation	Std Error	95% Confidence		Minimum	Maximum
					Interval for Mean			
					Lower	Upper		
					Bound	Bound		
4th Grade	17	30.5294	4.86207	1.17922	28.0296	33.0293	22.00	40.00
5th Grade	101	27.1881	6.21565	.61848	25.9611	28.4152	9.00	38.00
6th Grade	30	29.7000	4.15352	.75833	28.1491	31.2509	24.00	39.00
Total	148	28.0811	5.83388	.47954	27.1334	29.0288	9.00	40.00

TABLE 2. ANOVA ANALYSIS

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	261.066	2	130.533	3.991	.021
Within Groups	4741.961	145	32.703		
Total	5003.027	147			

The results showed that: first, there was positive influence of Peer Group (X1), Parental Involvement (X2) and Classroom Climate (X3) both individually and collectively to Student Achievement of SD students with R^2 of 0.710 with variance determination of 0,504. That is, the contribution of Peer Group (X1), Parental Involvement (X2) and Classroom Climate (X3) together in form Student Achievement students is 50.4% while the rest is 49.6% formed by at least 1 (one) other variables Based on the residual sum of squares ratio of 2482,448 with sum of squares regression of 2520,579.

While Fregression generated at 48.737 is very significant at $\alpha < 0.01$. The decisive main role of forming Student Achievement is Classroom Climate (X3) with t of 5.182 is very significant at $\alpha < 0.01$. The second determinant role of forming Student Achievement is Peer Group (X1) with t equal to 4.047 is very significant at $\alpha < 0.01$.

Secondly, there is a difference in Student Achievement if the differentiated level of education with F of 3.991 is significant at $\alpha < 0.05$. Apparently fourth-grade elementary school better achievement than class student 5 and 6 with average equal to 30.5294 and standard deviation equal to 4.86207 significantly at $\alpha < 0.05$.

DISCUSSION

Correlation study conducted on a group of elementary school students shows that student achievement is influenced by the class factor played by the teacher, parent factors, and peer factors. Classroom climate significantly plays an important role in improving student achievement so that the role of teachers in managing the class to produce a positive learning climate becomes very important. The various opportunities that students gain in the classroom are not only related to the skills and competence of teachers in producing effective learning systems but more than that it is necessary to support teachers to develop students so as to generate positive emotional conditions. The nature, quality, and distribution of opportunities with a positive atmosphere become a serious condition that must be considered especially for elementary school students [23]. Creating a climate where students and teachers can engage each other and consistently apply discipline to provide high opportunities in improving classroom climate [24].

Parenting is a responsibility that covers many things including the role of educator where parents as the first teacher so that parental involvement becomes very important for students in their schooling especially for elementary school students [25]. The impact of parental involvement on student achievement has been recognized by teachers, school administrators, and policymakers because parental involvement plays an integral role in education reforms that require collaborative initiatives between parents and schools [26]. The results of this study indicate that parental involvement plays a role in improving the achievement of elementary school age students as an

important reference both for teachers and for parents to always increase synergistic cooperation so as to provide positive benefits for students' academic development.

The third factor contributing to student achievement is the role of peers. Classrooms with balanced and interrelated social ties will provide students with a fair access to maximize peer roles so as to improve their academic performance [27]; [5]

CONCLUSION

Student achievement is an accumulation of learning outcomes that are influenced by many factors. This study proves that the success of students in learning is also influenced by how a teacher creates a learning climate, how peer conditions and how parental involvement throughout their learning process. So it takes a positive synergy of every element of school, teachers, students and parents to build a climate conducive to the optimization of learning.

This study provides important implications for the world of education that can provide a scientific contribution to the development of new policies in education governance. To achieve a quality education it is necessary to have a transformative model of education, especially in classroom management involving teachers, parents, and peers. Classroom management with effective learning process can be established when positive classroom climate can be realized so that it needs a thought transformation for teachers to realize social support for students in the classroom. Classroom management also needs to consider the role factors of parents and peers so that schools need to hold various programs involving parents and empowering through the role of peers. Learning transformations that can maximize peer roles can be done through the Cooperative Learning program to increase the capacity and potential buried students. With the optimal collaboration of teachers, parents, and peers the opportunity to improve student academic achievement will be higher.

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