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Peer Support, Parent Involvement In Student Engagement

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Abstract

The purpose of this research is to understand the impact of (1) human resource management on the performance of student divisions in SMKs located in remote areas or remote mountainous areas. The method of analysis that is used is a deskriptif approach using a quantitative approach. This study's sample size includes 300 SMK students in a region that is considered a begalung padang. Data is collected via the angket. The data analysis technique used is berganda line regression. The results of the regression analysis with a berganda sample show that there is a relationship between the variables of parent involvement and peer support and student engagement. The F value is 126.347, and the significance level is 0.000. This indicates that there is a relationship between the variables of parent involvement and student engagement and, in line with the hypothesis, there is a significant relationship between them. In particular, peer support and parent involvement when taken into account simultaneously have a significant impact on student engagement, as indicated by the R square value of 0.836, which indicates the largest sum of the contributions of parent involvement and peer support to student engagement, which is 83.6%. However, these findings are obscured by other factors that were not examined in this study.

Keywords: Peer Support, Parent, Student, Engagement, Involment

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INTRODUCTION

Education is formed from the environment in which students live their lives and receive educational experiences, namely in the family, school and community environments. Parents are considered the first and most important educators for their children, because it is from parents that they gain insight for the first time. Children are under the supervision of their parents and grow and develop in the family. In this case, parents' duties are as mentors, caregivers, caretakers and educators. Parental involvement is always associated with student success in education and learning activities. However, it is not only parents who have a big role in all student learning activities, interactions with peers at school also have an important role in the success of student learning activities. Sudarwan (2022) in his book entitled Student Development argues that peers can have a positive impact on children's learning process. With peers, a child can find their identity, especially students entering adolescence. Peers are expected to have a positive influence on adolescent development at school and can provide good information, behave or build close relationships, so that individuals feel cared for, valuable and worthy of love. Teenagers' behavior really depends on the treatment from their parents and the peer support they receive. Basically, children imitate the characteristics or habits of those closest to them, especially their parents. Parents have a great influence on their children when they are at home. When parents are involved in students' lives, providing attention and good moral education as well as good habits at home,

students will get used to it so they are able to be disciplined in all things. Lack of attitude and sense of discipline in students causes decreased achievement at school. Discipline is a feeling of obedience and obedience to norms that are believed to be carried out in carrying out a particular job which is an individual's responsibility. Everyone must have a disciplined attitude, especially students. Every student is required to have a disciplined attitude so that students can be successful in learning. Discipline must be instilled from an early age so that children are able to learn good things. In turn, students can grow more mature, especially while studying at school. However, it does not rule out the possibility that if the education implemented is good, teenagers will not become teenagers who have good disciplinary behavior. Factors that influence adolescent behavior include peer support received by the adolescent.

The sample in this study was taken using the Proportional Stratified Random Sampling technique, this technique was used with the aim of obtaining a representative sample with 250 people looking at the population of vocational high school students in Padang City, especially in the Lubuk Begalung area and representatives from each class were taken as samples.

RESEARCH METHODS

Prior to performing a regression analysis for a hypothesis, the researchers conducted a classical hypothesis test on the data from the study results as a preliminary analysis. In this study, the assumption-





making technique is applied to the normalcy, which is the Kolmogorov-Smirnov, linearity, and multikolinieritas tests.

	Unstandardized Residuals
Kolmogorov-Smirnov Z	0.650
Asymp. Sig. (2-tailed)	0.290

Table 1. Normality Test Results

In the normality test using the One Sample Kolmogorov-Smirnov test, based on the criteria of a significance coefficient > 0.05 , the test result is 0.290 ($p > 0.05$), it can be concluded that the data is normally distributed.

RESULT

Variable	Linearity		Deviation of linearity		Information
	F	Sig (p)	F	Sig (p)	
Peer Support for Student Engagement	27,539	0,000	0,778	0,814	Linear
Parent involvement on student engagement	6,054	0,014	1,153	0,277	Linear

Table 2. Linearity Test Results

The results of the linearity test between the peer support and student engagement variables show a significance level value of p (linearity) of 0.000 ($p < 0.05$), which means that the two variables have a linear relationship, as well as a significance level of p (deviation from linearity) of 0.814 ($p > 0.05$), which means that the two

variables have a linear correlation, so it can be said that there is a linear relationship between peer support and student engagement. The parent involvement and student engagement variables show a p (linearity) significance level of 0.014 ($p < 0.05$) and a p (deviation from linearity) significance level of 0.277 ($p > 0.05$), which means the two variables are linear.

V variable	Tolerance	VIF	Information
Peer support	0.980	1,021	Multicollinearity did not occur
Parent involvement	0.993	1,038	Multicollinearity did not occur

Table 3. Multicollinearity Test Results

Based on the results of the multicollinearity test, it shows that the tolerance value for the peer support variable is 0.980 (> 0.10) and the VIF value is $VIF = 1.021$ (< 10). Meanwhile, the parent involvement variable has a tolerance value of 0.993 (> 0.10) and a VIF value of $VIF = 1.038$ (< 10), meaning that all independent variables do not overlap or there is no multicollinearity so they meet the requirements for testing regression analysis.

Sig (p)	F	R	R Square	Information
0,000	126,347	0,836	0,699	There is a simultaneous relationship between the independent variable and the dependent variable

Table 4. Hypothesis Testing

Multiple regression analysis in the F statistical test basically shows how far the role of the independent variables simultaneously explains the dependent variable. This simultaneous test is indicated if the p value is < 0.05 , then it can be said that there is a simultaneous role between the independent variable and





the dependent variable, and vice versa if the p value is > 0.05 , it means that there is no simultaneous role between the independent variable and the dependent variable. The results of the multiple regression analysis test show the influence of the peer support and parent involvement variables on student engagement with an F value of 126.347 and a significance level of 0.000, which means that there is an influence of the peer support and parent involvement variables on student engagement and thus the hypothesis is accepted, meaning peer support and parent involvement simultaneously has a very significant influence on student engagement with an R square value of 0.836, which means that the contribution of peer support and parent involvement to student engagement is 83.6%, while the rest is contributed by other factors not examined in this research.

The results of this research show that there is an influence of peer support and parent involvement variables on student engagement among vocational school students in Lubuk Begalung District. This shows that when students receive support both from peers and also support from parents in the form of parental involvement in their children's education, students have the motivation and will and are effectively involved in various activities at school that contribute to success. the student. Student engagement is a form of enthusiastic, constructive and focused student involvement during the learning process at school so that students gain experience and academic achievement (Skinner, Pitzer and Steele, 2016). Junianto, Bashori, and Hidayah

(2021) also stated that good student engagement can help students gain meaningful learning experiences, feel enthusiastic, like to discuss and ask questions in class, be able to socialize well, concentrate and enjoy the learning process in class. , being able to allocate time for studying, trying to complete difficult tasks, diligently practicing questions, and being able to solve problems. Having student engagement can also prevent students from delinquent behavior (Jeannefer and Garvin, 2018).

Positive peer relationships and mutual support can lead to student engagement behavior in individuals. Shernoff (2010) said that support from friends of the same age is encouragement obtained from friends of the same age who are able to support students' academic activities. Wentzel (2003) also said that relationships with peers can have an impact on the formation of individual behavior at school. There is support provided by peers, students receive various information regarding the subjects taught by the teacher, students have a community together to learn together to solve any problems related to the subjects taught, and students feel comfortable because there are individuals of the same age who can provide input when experiencing problems related to class subjects, all of which have a big influence on student achievement (Patty, Wijono, & Setiawan: 2016). Lynch, Lerner and Leventhal (2013) also stated that having positive quality friendships will make students more active in every school academic activity. Therefore, it can be concluded that good peer social relationships will





influence the level of student involvement in learning. Apart from peer relationships, parental involvement also influences student engagement. This is in accordance with the results of research from Robert and Henry regarding the development of children who receive less attention from their parents, where they concluded that children who receive less attention from their parents tend to have decreased academic abilities or poor learning achievement, hampered social activities. illustrates how important the role of parents is in providing attention and motivation to learn to their children which further influences children's involvement in school.

CONCLUSION

Apart from peer relationships, parental involvement also influences student engagement. This is in accordance with the results of research from Robert and Henry regarding the development of children who receive less attention from their parents, where they concluded that children who receive less attention from their parents tend to have decreased academic abilities or poor learning achievement, hampered social activities. illustrates how important the role of parents is in providing attention and motivation to learn to their children which further influences children's involvement in school.

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