

The Effect of Peer Support, Authoritary Parenting Style, Resilience on The Academic Achievement of Students of State Senior High School 1 Tambun

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Abstract

Nowadays, issues related to children's academic achievement are something that parents are concerned about. Every effort is made to improve their performance at school. However, there are times when children become tired or bored due to the long time needed to study. In some case found at SMAN 1 Tambun where the intelligence level is good but the learning achievement at school is not so, aka the value is very standard or behaves lazily at school or even like it is difficult to socialize so that it tends to be individual. From this matter, the teachers finally think that is the influence on current learning achievement externally and internally on their students. Not to mention that children are very easy to make excuses, especially those related to stress either due to the demands of parents, little rest time, do not fit into the environment so that they get to the point that school is not important just a formality so as not to be reprimanded by parents or to be the same as most people. The high and low achievement motivation of students is always used as an indicator of the good and bad learning achievement of a student. With achievement motivation, students will be encouraged to learn and like certain subjects happily studying the subject. In this study using a sample of 110 students and researchers sampled class X students at SMAN 1 TAMBUN. The results of this study indicate that there is a positive and significant influence of peer support, authoritarian parenting and resilience on academic achievement.

Keywords *Peer support, authoritarian parenting, resilience, academic achievement.*

INTRODUCTION

Nowadays, *issues* related to children's academic achievement are something that parents use as a reference. All efforts and efforts are made to improve their achievements at school. However, sometimes children become tired or bored due to the long time needed to study. In several cases, it was found at SMAN 1 Tambun where the level of intelligence was good but in terms of learning achievement at school, it turned out that their grades were still standard or there were still students who behaved lazily at school or even had difficulty in socializing so that they tended to be individualistic. From this, teachers finally thought about what influenced the current learning achievement both externally and internally in their students. Not to mention that currently children are very easy to make excuses, especially those related to stress, either due to parental demands, rest time that is still lacking, not being compatible with the environment so that they assume that school is not important, just a formality so as not to be reprimanded by parents or to be the same as most people.

The high and low motivation of students to achieve is always used as an indicator of the good or bad learning achievement of a student. With the motivation to achieve, students will be encouraged to learn and enjoy certain subjects by happily studying the subject. In addition to having books, the summary is also neat and complete, and students try to do their learning assignments as well as possible. Students who have high motivation to achieve will feel the need for knowledge so they try to meet that need. Motivation is the heart of the



learning process. Because, no matter how high the intellectual abilities of students, the material taught, the completeness of learning facilities and infrastructure, if students are not motivated to learn, the learning process will not take place optimally (Patulak, 2019).

High school students have developmental tasks related to self-development, according to the Student Independence Competency Standards (SKKPD). To live a healthy life, developmental tasks are to prepare oneself, accept, and have a positive and dynamic attitude towards physical and psychological changes that occur in oneself. Students must be able to adapt to changes and demands when seeing these developmental tasks. In other words, students are expected to have a high level of academic resilience so that they can face academic demands. From the description, it can be seen that this study wants to find out how the influence of peer support, authoritarian parenting, resilience on the academic achievement of students at SMAN 1 Tambun .

LITERATURE REVIEW

Academic achievement is a sentence consisting of two words, namely achievement and academic, each of which has a meaning. Achievement comes from Dutch which means the results that have been achieved, done and worked on by someone (Baiti, 2010). While academic is everything related to science. Gagne in Slameto (2015) also explains that academic achievement is divided into five dimensions, namely intellectual ability, cognitive strategy, verbal information, attitude, and skills. Sawiji (2008) divides achievement into two, namely academic achievement and non-academic achievement. Academic achievement is the result of behavioral changes that include the cognitive, affective and psychomotor domains which are measures of student success. Based on several definitions above, it can be concluded that academic achievement is the result of student learning in the form of symbols or numbers obtained after going through a long assessment process.

Gagne in Slameto (2015) also explains that academic achievement is divided into five dimensions, namely:

- a. Intellectual Ability
Intellectual ability refers to the potential possessed by individuals to learn something through thinking tools.
- b. Cognitive Strategy
Cognitive strategies are a method used by students to learn material or gain a deep understanding of a material, with the aim of obtaining information or skills related to agency, goals and perceptual instruments.
- c. Verbal Information
Verbal information is in the form of descriptions, reviews, or explanations and can be delivered orally or in writing.
- d. Attitude
Attitude as a level of positive or negative tendency related to psychological objects.
- e. Skills
Skills are human abilities in using thoughts, ideas and creativity, changing or making something into something of greater value so that it has a more meaningful value.

In principle, the disclosure of ideal learning outcomes includes all psychological domains that change as a result of students' experiences and learning processes. The main key to obtaining student learning outcome measurements and data is to know the outline of indicators that are associated with the type of achievement to be expressed or measured. Learning outcome indicators according to Benjamin S. Bloom with *the Taxonomy of Education Objectives* divide educational objectives into 3 domains, namely the affective, psychomotor, and cognitive domains (Purwanto, 2010).

Then, Slameto (2003: 12) stated that the factors that influence the learning process and results are classified into 2, namely:

- a. Internal factors are factors that originate from within, including physical factors (health factors, physical disabilities), psychological factors (intelligence, attention, interest, talent, motive, maturity, readiness) and fatigue factors.
- b. External factors are factors originating from outside, including family factors (parents' education level, relationships between family members, provision of learning facilities, economic conditions), school/campus factors and community factors.

In addition, Blazevic (2016) said that peers are defined as a social group consisting of people with similar age, education or social status. A peer group is a group of people of the same age and status, with whom a person generally relates or associates. In a person's life, the first group as a reference group is the family (Damsar, 2015).

Peers are children or adolescents who have the same age and maturity level. Nawar explains that peers are a group of individuals who have the same interests and experiences, interact with each other, have goals and adhere to the same rules (Yunalia & Etika, 2020). Based on the description above, it can be concluded that the role of peers is a social interaction carried out by a group of people (children) who have more or less the same age or level of maturity and have the same goals, and can have positive or negative impacts or influences on each other.

Based on the following explanation, it can be concluded that peer support is a form of assistance or support provided by peers that can be felt by individuals when needed, so that individuals feel loved and appreciated by their surroundings.

House (Saputro & Sugiarto, 2021) distinguishes four forms or dimensions of peer social support:

- a. Emotional support: includes expressions of empathy, concern and attention towards the person concerned.
- b. Esteem support: occurs through expressions of positive respect (esteem) for the person, encouragement or agreement with the individual's ideas or feelings.
- c. Instrumental support: includes direct assistance, such as when people lend the person money or help with chores during times of stress.
- d. Informative support: includes providing advice, directions, suggestions or feedback.

Based on the explanation above, it can be concluded that the aspects of peer support are emotional support, appreciation support, information support, instrumental support, and social network support, all of which are interrelated.

According to Sugihartono (Karomah & Widiyono, 2022) parenting patterns are



behavioral patterns in establishing relationships with their children to shape the child's character. There are many ways that parents use parenting patterns to shape their children's character, including authoritarian, *permissive* and democratic parenting styles. Meanwhile, according to Handayani & Lestari (2021) parenting patterns are defined as the way parents raise children with certain rules through education, direction and guidance so that they become successful and better in living life. This parenting pattern can be felt by children as something positive and can also be negative.

Thus, it can be said that parenting that tends not to think about what will happen in the future is an authoritarian parenting pattern. Where authoritarian parenting will have a big impact on the child's life. Parents demand children without realizing that in the future children with authoritarian parenting may cause problems. Although children with authoritarian parenting have competence and responsibility. Based on this, the authoritarian parenting pattern is a form of parenting that emphasizes parental supervision so that children submit and obey, tends to be coercive, harsh and rigid where parents will make various rules that must be obeyed by their children without wanting to know the child's feelings.

Regarding authoritarian parenting patterns, Baumrind (in Agustina & Appulembang, 2017) put forward two major dimensions of parenting patterns, namely *demandingness and responsiveness*.

- a. The demandingness dimension is the level of control held by parents over their children and the efforts made by parents so that their children can be integrated with the family through efforts to discipline the child.
- b. The responsiveness/acceptance dimension includes aspects of acceptance (*nurturance*) and communication between parents and children (*parent-child communication*). This dimension shows how much parents are supportive and sensitive to their children's needs and their willingness to provide affection and praise when they succeed in achieving their expectations.

Furthermore, Pidgeon, Rowe, Stapleton, Magyar, and Lo (2014) define resilience as the ability to respond well to problems, the ability to succeed in the face of adversity, and the ability to have more hope in difficult circumstances. Thomsen (Mashudi, 2016) said that there are seeds of resilience in every individual. The definition of academic resilience is a person's toughness in facing various academic tasks in an educational environment. Resilience is a concept that focuses on the strengths and optimal functioning of students (Mwaura, Kinai & Oyoo, 2018).

Resilient learners tend to maintain motivation and academic performance despite challenging or stressful conditions that pose risks (Mwaura, Kinai & Oyoo, 2018). Cassidy (2016) stated that academic resilience is the ability to increase success in education despite experiencing difficulties.

Based on the definition explained by several figures above, it can be concluded that academic resilience is the ability of learners to overcome various difficulties where the learner can adapt and recover from stressful situations, obstacles, and challenges in the academic realm so that individuals can carry out academic demands optimally. All obstacles and challenges that are passed are able to overcome fear, and continue to move forward to

fight for academic success.

Pidgeon, according to Cassidy (2016) the dimensions of academic resilience are *perseverance, reflecting and adaptive help-seeking, negative affect and emotional response*. The explanation is as follows:

- a. **Perserverance:** Perserverance is a predictor for accommodating behavior that reflects a person's resilience in facing life processes.
- b. **Reflecting and adaptive help - seeking**
- c. Cassidy (2016) stated that self-reflection is an important factor when someone faces difficulties, when they know their strengths and weaknesses, then accommodate effective strategies to deal with them, then there is a greater chance of success in dealing with academic difficulties.
- d. **Negative affect and *emotional* response**

A person who develops the ability to respond to a difficult condition with positive emotions will also produce good output, because he does not respond to it with a negative response that also has an impact on less adaptive psychological affects (Cassidy, 2016).

The framework of this thesis is Academic Achievement which is the level of student success in mastering the subject matter which is manifested in grades. Student academic achievement can be seen from how much the student has achieved both in terms of quality and quantity (grades) within a certain period of time after the learning process has been carried out. One of the functions of academic achievement is to show the quality of an educational institution as seen from the output or value of student learning outcomes (Rusmiati, 2017). According to Wood and Zoo in Madyawati (2016), parenting is a pattern of interaction between parents and children about how parents behave when interacting with children, including how to apply rules, teach values/norms, provide attention and affection and show good attitudes and behavior.

Several studies have shown many factors that influence academic achievement. In general, academic achievement can be caused by two factors, namely (1) internal factors (factors from within the student), including: intelligence, self-concept, student talent, interests, and motivation. (2) external factors (factors from outside the student), including: family, teachers, society, parental attention and friends (Aris Priyono, 2017). As explained by Slameto (2015), "Factors that influence student learning can be divided into two, namely factors within the student (internal factors) and factors from outside the student (external factors). Internal factors arise from within the student, including: physical and spiritual conditions of the student. These conditions include health, interests, creativity, and motivation of the student. External factors arise from outside the student, namely the environmental conditions around the student which include family, friends, school, and society". These factors will influence the academic achievement achieved by students in a subject. External factors that are thought to influence learning achievement are Peers.

Another thing that can have an impact on students' academics is the influence of academic resilience. A student or college student can be determined to have high, medium or low academic resilience in several ways. Hermansyah (2019) also stated that resilience is a person's effort to be able to adapt in facing problems. Resilient students will be able to



handle their times of crisis better (Dvorsky, Breaux, & Becker, 2020). Therefore, resilience in students is very important in order to be able to overcome problems well. Resilience also acts as a defense mechanism against increasing changes in the times, social threats, and uncertainty of life (Sunarti et al., 2018). This is like in the study (Setiantanti) that there is a significant influence between someone who has good resilience and their learning motivation, this condition allows that there is also a student's learning achievement.

Research (Khoir, 2017) explains that families with comfortable conditions for their families will have children with higher levels of resilience. This indicates that good family relationships can influence the development of adolescent resilience. so it can be concluded that family parenting patterns have the biggest role in children's resilience (Permata & Listiyandini, 2015)

Based on the framework of thought that has been described previously, the following hypothesis can be formulated:

- a. There is an influence of peers on the academic achievement of students at SMAN 1 Tambun.
- b. There is an influence of authoritarian parenting patterns on the academic achievement of students at SMAN 1 Tambun.
- c. There is an influence of resilience on the academic achievement of students at SMAN 1 Tambun.
- d. There is an influence of peers, authoritarian parenting patterns, resilience on academic achievement of students at SMAN 1 Tambun

METHOD

This study uses path analysis which aims to test the influence of peers, authoritarian parenting, resilience on academic achievement. Thus, this research model can be described as follows:

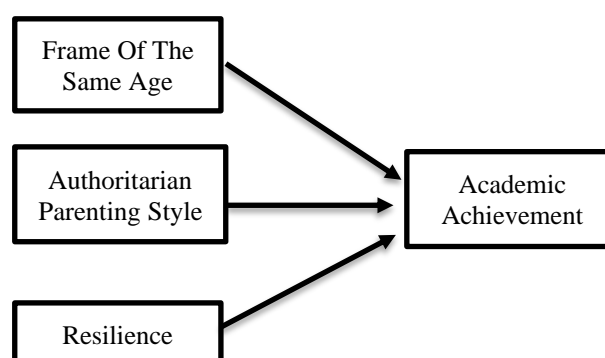


Figure 1. Research Model

Next, we will describe the methods that will be used in the research, which include identification of research variables, conceptual definitions and operational definitions of research variables, population and samples, data collection methods and data analysis methods.

The variables in this study are as follows:

- Independent Variable : Peers (X1)
- Independent variable : Authoritarian parenting style (X2)
- Independent variable : Resilience (X3)
- Dependent Variable : Academic Achievement (Y)

The population in this study were students of SMAN 1 Tambun. The characteristics of the population are as follows:

- Student X is studying at SMAN 1 Tambun.
- Registered as an active student in the even semester of 2022/2023

The sample used in this study was 110 samples, with each class X number of 40 students, class XI 39 students and class XII 31 students. The reason for using this proportional random sampling technique is because it is suitable for use in quantitative research, or research that does not generalize (Sugiyono, 2016: 85). The number of samples taken using the Slovin formula, in this study it is known that the number of students is Class X with 490 students; class XI with 499 students and class XII with 388 students.

The data collection method used in this study is by using a psychological scale. There are four scales used in this study, namely the peer support scale, authoritarian parenting patterns and resilience. Subjects were asked to choose one alternative from five available answer alternatives, namely Very Appropriate (SS), Appropriate (S), Neutral (N), Not Appropriate (TS), Very Not Appropriate (STS). The scoring system for favorable and unfavorable items is as follows:

Table 1. Assessment using the Likert Scale Method

Answer Options	Score	
	<i>Favorable</i>	<i>Unfavorable</i>
Very Suitable	4	1
In accordance	3	2
It is not in accordance with	2	3
Totally Inappropriate	1	4

This study uses a peer support scale that is compiled based on House's peer support aspects (in Smet, 1994), namely aspects including emotional support, appreciation support, instrumental support, informative support. This scale is a closed scale using four answer categories, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS) and Very Not Appropriate (STS).

Table 2. Peer Support Blueprint

Aspects	Score		Amount
	<i>Favorable</i>	<i>Unfavorable</i>	
Emotional Support	1,2,3,5,10	4,6,7	8
Instrumental Support	8,9,12,32	11,13,14	7
Support Awards	15,16,17,29	18,19,21,22	8



Information Support	25,26,29,30,31	23,24,27,28	9
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The measuring instrument used to measure the authoritarian parenting pattern of parents uses the authoritarian parenting pattern scale developed by Hertanti & Wibisono (2014) which is adapted from the authoritarian parenting theory according to Baumrind in Ribeiro (2009). This scale consists of 37 items where 18 items are for the father's authoritarian parenting pattern scale and 19 items are for the mother's authoritarian parenting pattern scale which are *favorable* and *unfavorable*.

Table 3. Blueprint of Authoritarian Parenting

Aspects	Score		Amount
	<i>Favorable</i>	<i>Unfavorable</i>	
<i>Low Responsiveness</i>	2,3,7	4,8,13,15,17,18	9
<i>High Demandingness</i>	1,5,10,11	6,9,12,14,16	9

The academic resilience instrument uses the ARS-30 measuring instrument developed by Cassidy (2016). This measuring instrument is multidimensional, the dimensions in the ARS-30 measuring instrument are perseverance, reflection and adaptive help-seeking, negative affect and emotional *response*.

Table 4. Resilience Blueprint

Aspects	Score		Amount
	<i>Favorable</i>	<i>Unfavorable</i>	
<i>Perseverance</i>	12,4,5,8,9,11,13,16,30	1,3,15,17	14
<i>Reflection and adaptive help-seeking</i>	18,20,21,22,24,25,26, 27	29	9
<i>Negative effects and emotional responses</i>	23	6,7,12,14,19,28	6

As a good measuring tool, the scale must be tested for validity and reliability of the scale. The purpose of the test is to determine the extent to which the instrument used has measured what is to be measured and is reliable.

The validity test used is Pearson Correlation. The significance of Pearson Correlation used in this study is 0.05. If the significance value is less than 0.05, then the question item is valid and if the significance value is greater than 0.05, then the question item is invalid (Ghozali, 2016). While the technique used to determine the reliability of the measuring instrument in this writing uses Cronbach's Alpha reliability analysis. The reliability rules are based on Guilford's reliability rules as described in table 3.5 below:

Table 5. Reliability Rule

No	Criteria	Reliability Coefficient
1	Very Valid	>0.9

2	Valid	0.7-0.9
3	Quite Valid	0.4-0.7
4	Less Valid	0.2-0.4
5	Invalid	<0.2

A measuring instrument can be stated as a good measuring instrument if it has good validity and reliability. Validity in this study uses item discrimination power or item validity. An item is said to have good discrimination power or is valid if it has an item-total correlation greater than 0.3. While reliability in this study uses Cronbach's Alpha. A measuring instrument is said to be reliable if it has a Cronbach's Alpha coefficient above 0.7.

Based on data analysis, r_{it} was obtained for the Peer scale. In the calculation of this scale, there was an item that was dropped as much as 1 item. The distribution of valid and dropped items is as follows:

Table 6. Peer Scale Trial Results

Aspects	Number of Questions		Amount
	<i>Favorable</i>	<i>Unfavorable</i>	
Emotional Support	1,2,3,5,10	4,6,7	8
Instrumental Support	8,9,12,32	11,13,14*	7
Support Awards	15,16,17,29	18,19,21,22	8
Information Support	25,26,29,30,31	23,24,27,28	9

*item drop

Based on data analysis, on the authoritarian parenting scale, there are 2 items that are dropped. The distribution of valid and dropped items is as follows:

Table 7. Authoritarian Parenting Trial Results

Aspects	Number of Questions		Amount
	<i>Favorable</i>	<i>Unfavorable</i>	
<i>Low Responsiveness</i>	2*,3,7	4,8,13,15,17,18	9
<i>High Demandingness</i>	1,5*,10*,11	6,9,12,14,16	9

*item drop

Based on data analysis, in authoritarian resilience there are 5 items that are dropped. The distribution of valid and dropped items is as follows:

Table 8. Resilience Trial Results

Aspects	Number of Questions		Amount
	<i>Favorable</i>	<i>Unfavorable</i>	
<i>Perseverance</i>	12,4,5,8*,9,11,13,16,30	1,3,15,17	14
<i>Reflection and adaptive help-seeking</i>	18,20,21,22,24,25,26,27	29	9



<i>Negative effects and emotional responses</i>	23	6,7*,12,14,19,28	6
<i>*item drop</i>			

Reliability is calculated based on selected items from the validity test. From the analysis results, it is known that the reliability coefficients of the three instruments used in this study are as follows:

Table 9. Reliability Test Results

Scale	Reliability Coefficient (α)
Friends of the same age	0.952
Authoritarian Parenting Style	0.841
Resilience	0.890

As previously explained, good reliability is if it has a coefficient above 0.7, the Peer Support Scale obtained $\alpha = 0.952$, the Authoritarian Parenting Scale obtained $\alpha = 0.841$, and the Academic Resilience Scale obtained $\alpha = 0.890$. Thus, the three scales have good reliability coefficients because all three have reliability coefficients above 0.7. Thus, the three scales, namely the Peer Support Scale, the Authoritarian Parenting Scale, and Academic Resilience can be used in research because they are valid and reliable.

Based on the background of the problem and the objectives of this study, the method used to test the hypothesis and analyze the data is Multiple Linear Regression analysis. Multiple linear regression is a regression model that involves more than one independent variable. Multiple linear regression analysis is carried out to determine the direction and how much influence the independent variable has on the dependent variable (Ghozali, 2018). The path analysis test was analyzed using SPSS *software*.

RESULT AND DISCUSSION

Before carrying out the research activity, the author communicated with one of the student parties to ask for permission to collect data in the community. Other supporting documents are a cover letter from UPI YAI research proposal and measuring instrument. After being approved, the measuring instrument was made into an online form via *Google Form* and the link was distributed through the student party of SMAN 1 Tambun, then it was distributed to be filled in by members of the community, the link began to be distributed on June 20, 2023, which was determined as the time for collecting research data.

After conducting a trial on the measuring instrument consisting of validity and reliability tests, the next step is to collect data on a research sample of 110 people, all of whom filled out the questionnaire that had been distributed, of these 110 people filled it out voluntarily and filled it out based on the actual conditions according to the conditions currently experienced. So it can be stated that the number of samples in this study was 110 respondents. The collection was done online *and* then processed with SPSS.

The research data analysis was conducted to determine whether or not there was an

influence of peer support, authoritarian parenting patterns and resilience on academic achievement in students of SMAN 1 Tambun. The analysis was conducted using Multiple Linear Regression analysis using SPSS software.

The first hypothesis test aims to test the influence of peers on academic achievement. Ho: There is no influence of peers on academic achievement. Ha: There is an influence of peers on academic achievement. The second hypothesis test aims to test authoritarian parenting on academic achievement. Ho: There is no influence of authoritarian parenting on academic achievement. Ha: There is an influence of authoritarian parenting on academic achievement.

Based on the analysis results obtained $\beta = 0.487$ with $p < 0.05$, this means that Ho is rejected, so it can be concluded that there is an influence of peer authoritarian parenting patterns on academic achievement.

The third hypothesis test aims to test the effect of resilience on academic achievement. Ho: There is no effect of resilience on academic achievement. Ha: There is an effect of resilience on academic achievement. The fourth hypothesis test aims to test the effect of peers, parenting, resilience on academic achievement. Ho: There is no effect of peer influence, parenting, resilience on academic achievement.

Ha: There is an influence of peer influence, parenting patterns, resilience on academic achievement.

Based on the analysis results obtained $R = 0.526$; $R^2 = 0.277$ with $p < 0.05$, this means that Ho is rejected, so it can be concluded that there is an influence of peer support, authoritarian parenting, and resilience on academic achievement. The effective contribution of the predictor is 27.7%. This means that peer support, authoritarian parenting, and resilience contribute to the formation of academic achievement by 27.7%, while the remaining 76.3% is contributed by other predictors that were not studied. Based on the *stepwise test*, it is known that the most dominant predictor is authoritarian parenting.

Authoritarian parenting can also affect academic achievement, but the influence is considered negative because authoritarian parents like to supervise but do not want to listen to their children, they are more straight forward and cold. Punishment orders are routine, taking place from day to day. From this style, it turns out that children are generally unhappy and tend to withdraw from socializing, like to be alone. In addition, it is difficult for them to trust others and their academic achievement at school is low.

Resilience also affects academic achievement. Resilience is one aspect that can affect academic achievement, because someone who has academic resilience will easily adjust to the various difficulties he faces and he will determine the steps to solve the problem when he is faced with a problem or difficulty.

CLOSING

Conclusion

Based on the results of data analysis, it is known that there is an influence between peers and academic achievement. Peer interaction is an internal factor that affects learning achievement. Peer interaction provides encouragement to learn. Students who can interact



socially well will be accepted by the surrounding community. Meanwhile, students who have difficulty in interacting socially with the community will be rejected or ostracized. Students who have characteristics or behaviors that are unpleasant for others, have low self-esteem or are experiencing mental pressures will be isolated from the group. This will interfere with the learning process of students.

Based on the results of data analysis, it is known that there is an influence between authoritarian parenting patterns and academic achievement. Thus, as parents, we must be able to apply the right parenting patterns to our children so that we can help children in the learning process so that it will improve children's learning outcomes at school.

This opinion is supported by research conducted by Karnangsyah entitled "The Relationship between Parenting Patterns and Student Learning Outcomes and Their Implications for Guidance and Counseling Services" the results of the study explain that parenting patterns have an influence on the achievement of student learning outcomes. The attitude and attention of parents, both from fathers and mothers towards their children in carrying out learning activities, will have a positive influence on the learning outcomes achieved. From the results of the data exposure, authoritarian parenting patterns are influenced by several factors, namely internal factors and external factors. The results of the Resilience and academic achievement test show that there is an influence between resilience and academic achievement. The learning achievements obtained by individuals are not only determined by intellectual intelligence and talent, but are also influenced by self-resilience.

This study examines the influence of peer support, authoritarian parenting, and resilience on academic achievement. Thus it can be concluded that:

- a. In this study, peer support simultaneously influences academic achievement.
- b. In this study, authoritarian parenting patterns influence academic achievement.
- c. In this study, resilience simultaneously influences academic achievement.
- d. In this study, peer support, authoritarian parenting patterns, and resilience partially influence academic achievement.

Suggestion

a. Theoretical suggestions

This study still uses the scope of students in one school only. In further research, it is expected to use more respondents and a wider scope. It is expected that in future research, it is better to look at other variables such as achievement motivation so that the research results can be more specific considering that the variables currently used are too broad for their scope.

b. Practical advice

1) Student

In this case, especially for the students concerned, it is hoped that they will increase their tolerance, seek wider information so that they can increase their motivation to learn in accordance with the goals so that resilience can be created from within themselves.

2) School

Any form of complaint should be discussed with someone who plays a role in the

school and ask for special assistance from a teacher who is more expert in this field.

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