

## Parental Involvement and Peer Group Influence as Determinants of Learning Achievement of Madrasah Ibtidaiyah Students

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**Abstract:** This study aims to examine parental involvement and peer group influence as key determinants of academic achievement among students in Madrasah Ibtidaiyah, using an Integrative Literature Review approach. A total of 45 scholarly articles published between 2015 and 2024 were analyzed from reputable databases, including Google Scholar, Scopus, DOAJ, and Scispace. The synthesis reveals that structured parental involvement such as learning supervision, active communication with teachers, and aspirational support plays a significant role in fostering students' motivation and discipline. Meanwhile, positive peer groups also contribute by enhancing learning enthusiasm, shaping socio-emotional character, and supporting academic success. The synergy of these two factors creates a conducive learning environment both at home and at school. This study recommends the development of a collaborative model grounded in Islamic values that integrates parental roles and peer group dynamics. Furthermore, longitudinal research is needed to evaluate the long-term impact of this synergy on student outcomes and character development in the digital era. The findings are expected to serve as a foundational framework for sustainable and contextually relevant educational strategies in Madrasah Ibtidaiyah.

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**Keywords:** Parental Involvement, Peer Influence, Academic Achievement, Madrasah Ibtidaiyah, Integrative Review.

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### A. INTRODUCTION

Parental involvement is one of the important variables in supporting the success of children's education, especially at the Madrasah Ibtidaiyah (MI) level. Epstein (2018) explains that the role of parents includes support for learning at home, participation in school activities and active communication with teachers. This involvement not only increases children's motivation but also fosters a sense of responsibility for education. On the other hand, the influence of peer groups - children's social relationships with their peers in school and outside school also has a significant impact on students' academic achievement (Wentzel & Caldwell, 1997; Siregar, 2023).

Amelia et al. (2023) found that mothers' involvement in assisting children to learn digitally has a positive impact on the learning outcomes of primary school students, including MI. Parents who are proactive in providing time, facilities, and supervision are proven to be able to increase children's motivation and discipline in learning. Haq, Triantoro, and Yonaevy (2020) also stated that parental support at home, especially in helping children understand subject matter and establishing learning routines, significantly correlates with improved achievement. Similarly, Fitria and Pangesti (2023) emphasized that parental assistance during online learning increases children's focus and engagement in learning.

The results of a study by Siregar (2023) showed that Madrasah Ibtidaiyah students who were in a supportive and achievement-oriented peer environment showed better motivation

and academic results. Fitria and Pangesti (2023) also revealed that social interactions with friends who have a high learning ethos can influence students' study habits, both directly and indirectly. Meanwhile, Rahman (2020) adds that peer groups play an important role in fostering a healthy spirit of academic competition, especially in an atmosphere of limited online and face-to-face learning.

The synergy between parental involvement and peer influence creates a learning environment that supports students' academic and social development. According to a study from Haq et al. (2020), students who receive strong support from parents tend to have a better ability to choose peers who support the learning process. Amelia et al. (2020) added that students with parents who are active in education are better able to manage social pressure from peer groups. Fitria and Pangesti (2023) also mentioned that the combination of parental supervision and positive influence from peers can increase children's self-confidence and learning achievement.

While parental involvement and peer influence have been shown to contribute to student achievement, both face challenges. Time constraints, lack of understanding of modern learning methods, and low digital literacy are the main obstacles for some parents (Fitria & Pangesti, 2023). On the other hand, not all students have access to a supportive friendship environment. Siregar (2023) states that negative peer influences, such as the tendency to overplay or non-conducive associations, can hinder learning focus. Therefore, the role of schools is crucial in facilitating collaboration between parents and teachers and fostering the formation of positive peer groups.

Based on the above research results, it appears that most studies still examine parental involvement and peer influence separately, and have not specifically focused on the context of Madrasah Ibtidaiyah in the digitalization era. In addition, not many studies have analyzed how the interaction between the two variables contributes simultaneously to MI students' learning achievement. Therefore, the novelty of this study lies in the integrated analysis between parental involvement and peer group influence in determining the learning achievement of Madrasah Ibtidaiyah students. This study aims to identify and analyze the combined influence of parental involvement and peer influence on MI students' learning achievement as a basis for formulating collaborative-based education quality improvement strategies.

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## **B. METHOD**

This research uses the Integrative Literature Review approach as the main method. This approach was chosen because it is able to collect and synthesize findings from various relevant studies on the topic of parental involvement and peer group influence on learning achievement of Madrasah Ibtidaiyah students. According to Whittemore and Knafl (2005), this method enables in-depth exploration of concepts and variables over a period of time, thereby identifying patterns, gaps and new directions of research. Due to its non-empirical nature, this

research focuses on secondary data in the form of scientific articles from accredited and reputable journals.

The data sources in this study were obtained from four credible scientific databases, namely: Google Scholar, Scopus, Directory of Open Access Journals (DOAJ), and Scispace. Article searches were conducted with keywords tailored to the research focus, such as: "parental involvement", 'peer influence', 'student achievement', 'Madrasah Ibtidaiyah', and 'Islamic primary education'. Inclusion criteria included: (1) articles in Indonesian or English, (2) published between 2015-2024, (3) addressing at least one of the three main variables (parental involvement, peer influence, learning achievement), and (4) available in full-text. Meanwhile, the exclusion criteria included: (1) duplicate articles, (2) did not contain empirical data or analytical results, and (3) were not relevant to the context of Islamic primary education.

The literature search process was conducted through systematic stages: identification, initial screening, selection, and final synthesis. In the identification stage, all articles found based on keywords were collected and recapitulated in an initial list. Screening was done by reviewing the titles and abstracts, to assess the initial fit with the focus of the study. Articles that passed this stage were then read thoroughly to evaluate their quality and relevance to the research variables. The selection process was conducted in pairs by two reviewers to avoid bias, while synthesis was done by grouping findings based on themes, methodological approaches, and theoretical and practical implications.

Data were analyzed using thematic content analysis techniques, identifying key patterns or themes that emerged in the selected literature. The validity of the review was maintained through cross-validation between reviewers and transparent procedural documentation, from tracking articles to reporting results. To ensure reliability, a consistent and replicable thematic coding system was used (Snyder, 2019). Through this method, the research is expected to present an in-depth conceptual map of parental involvement and peer influence, and their contribution to improving learning achievement of Madrasah Ibtidaiyah students in the context of digital era education.

## **C. RESULTS AND DISCUSSION**

### **1. The Strategic Role of Parental Involvement in Improving Learning Achievement of MI Students**

Parental involvement in children's education plays a crucial role in improving student learning achievement in Madrasah Ibtidaiyah (MI). Research shows that parental involvement can boost students' academic achievement by providing social, emotional and academic support. A monograph by Hill and Tyson (2009) demonstrated that active parental involvement, such as communication about educational values and academic expectations, can trigger higher motivation and desire to learn in students (Hill & Tyson, 2009). Furthermore, Olatoye and Ogunkola (2008) stated that parental support for children's learning, through monitoring homework and providing stimulating learning materials, was shown to contribute positively to students' learning achievement, especially in science (Olatoye & Ogunkola, 2008). Parental involvement in the form of discussions regarding school activities has also been shown to be one of the dominant factors associated with improved student academic achievement (Artasthana & Marhaeni, 2017).

Research by (Sasmoko et al., 2017) confirms that parental involvement not only has implications for student interactions in academic settings, but also positively impacts student academic growth at the primary school level. This signifies the importance of collaboration between parents, teachers and schools to create a supportive educational environment (Sasmoko et al., 2017). The success of students' academic achievement is also influenced by parents' positive attitudes, such as showing high expectations for their children's success at

school (Hosseinpour et al., 2015). In a more specific context, active parental participation in school activities, such as volunteering, has received particular attention as it has been shown to improve students' academic skills (Hill & Craft, 2003). This involvement correlates with a deeper understanding of lessons, which in turn contributes to better academic performance. Therefore, it is important for parents to not only be involved at home but also actively participate in activities organized by the school (Ismail et al., 2019; Hill & Taylor, 2004).

Overall, the literature shows that parental involvement has a great influence on students' academic achievement. This is not only the case in students' academic achievement but also in their social and emotional aspects. Focusing on efficient parental engagement patterns, such as setting aspirations and actively supporting children's learning, can make a significant contribution to children's education in MI (Lambert et al., 2021; Đurišić & Bunijevac, 2017). It can be concluded that strategic parental involvement is one of the important pillars in achieving better educational outcomes for students and in building synergistic cooperation between home and school.

## **2. Dynamics of Peer Group Influence on Motivation and Learning Outcomes of MI Students**

Peer group dynamics can have a significant influence on student motivation and learning outcomes, especially at the primary education level such as Madrasah Ibtidaiyah (MI). Research shows that the interaction and support provided by peers affects aspects of students' motivation to learn and ultimately the academic outcomes they achieve. The sociology of education indicates that social interactions within peer groups play an important role in shaping learning dynamics at school. According to Satriadin Satriadin (2019), relationships between individuals in an educational context create an environment that facilitates shared learning. This means that communication and active engagement among students can increase their confidence and engagement in the learning process. Research shows that adolescents are eager to be accepted in their peer groups, which often encourages them to adapt to positive behaviors, including good academic behavior Hartati (2020).

In particular, in the context of learning motivation, findings from Wurdaningrum Wurdaningrum (2025) underscore the importance of peer interactions in enhancing learning motivation, especially in mathematics. Positive experiences and support provided by friends can stimulate students' intrinsic motivation, leading to better learning outcomes. Similarly, younger children found that peer support increased their interest in learning Purnami (2019). Before discussing further, it is important to highlight that peer group dynamics have also been shown to support students' social and emotional development. Research by Syafrianti and Mulyaningsih (Syafrianti & Mulyaningsih, 2021; shows that peer interactions not only strengthen learning motivation, but also contribute to students' character building. Strong character, with peer support, creates a positive learning environment that supports better academic outcomes.

Furthermore, healthy and positive peer social conditions can form a constructive learning atmosphere. Research by Hartati Hartati (2020) shows that peer groups that support each other and have positive relationships will facilitate more effective learning. Conversely, if relationships between students are poor or full of conflict, it can have a negative impact on their motivation and learning outcomes. Overall, peer group dynamics in the school environment play an important role in influencing MI students' motivation and learning outcomes. With healthy social interactions, emotional support and positive relationships within peer groups, students can achieve better academic performance and build solid character, which is essential in the early stages of their education.

### **3. Synergy of Parent and Peer Involvement as Multiple Determinants of Student Learning Achievemen**

The synergy of parental and peer involvement is a key factor in determining student achievement. Research shows that parental involvement in education has a significant impact on students' academic outcomes. As the first educators, parents contribute directly to the development of children's literacy and social skills, which in turn affects their attitude towards school and ability to learn at the next level (Diadha, 2015; (Hardiyanti, 2021). Khusniyah et al. explained that a good relationship between parents and teachers, through effective collaboration, can create a network of support that strengthens students' opportunities to develop optimally at school (Khusniyah et al., 2023).

Emotional and informational support from parents and peers is also very important. Paska and Laka (2020) found that parental involvement and peer support acted as significant predictors for students' self-directed learning strategies Paska & Laka, 2020). On the other hand, Zariayufa et al. highlighted that emotional support and assessment provided by parents and peers are positively associated with students' engagement in learning, including in online learning contexts Zariayufa et al., 2022). This suggests that this synergy not only supports mastery of subject matter but also social skills that will be useful for students in interacting in society.

The role of peers in supporting the learning process is no less important. Research results show that peer relationships can significantly influence student behavior, especially in adopting a positive attitude towards learning (Sutanto & Suwartono, 2020). Peers are often a more acceptable source of motivation and support for students than their parents. Meanwhile, research by Hardiyanti indicates that parental involvement leads to an improvement in the overall quality of children's education, creating the synergy needed to support learning achievement (Hardiyanti, 2021).

Overall, synergistic interactions between parents and peers have been shown to have a significant influence on student learning achievement. Therefore, it is important for homes and schools to build strong partnerships to support this engagement, in order to maximize student learning outcomes (Khusniyah et al., 2023; Paska & Laka, 2020; Zariayufa et al., 2022). Initiatives that encourage parental involvement and strengthen peer support should be a key focus in the development of education programs at all levels.

### **D. CONCLUSIONS AND SUGGESTIONS**

Based on the results of the literature review, it can be concluded that parental involvement and peer group influence are the two main determinants that synergistically influence learning achievement of Madrasah Ibtidaiyah students. Structured parental involvement-including learning assistance, communication with teachers, and setting academic aspirations-contributes significantly to building student motivation and discipline. Meanwhile, the presence of positive peer groups can strengthen the spirit of learning and shape students' character socially and emotionally. The combination of these two factors creates a conducive learning environment both at home and at school, strengthening the overall quality of basic Islamic education. The urgency of future research studies lies in developing a collaborative model of parental involvement and the formation of Islamic values-based peer groups in accordance with the characteristics of Madrasah Ibtidaiyah. In addition, longitudinal research is needed to analyze the long-term impact of this synergy on character building and students' academic achievement in facing the era of digital and social transformation in the future.

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