

Relationship of Parental Care With Academic Achievement of Junior High School Students

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ABSTRACT

Student academic achievement is one of the indicators of success in the formal education process. Various factors can affect a student's academic achievement, both from the school environment and the family environment. One of the important factors of the family environment is the parenting style of the parents. Purpose: this study aims to determine the relationship between parenting patterns of parents and academic achievement of students of junior high school (SMTP). Methods: the method used is a quantitative approach with correlational design. The sample was 75 Junior High School students who were randomly selected from several schools in the study area. Data were collected through questionnaires about parental parenting styles and documentation of students' academic grades. Results the results of the analysis showed a significant relationship between authoritative parenting patterns with higher academic achievement, while permissive and authoritarian parenting patterns tend to correlate with lower achievement. Implications: the implications of this study indicate the importance of the role of parents in supporting children's learning process through a parenting approach that is balanced between control and warmth. Conclusion: parental care plays an important role in determining the academic success of Junior High School students, so efforts to improve the quality of care needs to be a common concern between families and educational institutions.

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INTRODUCTION

Academic achievement is an important indicator in assessing the success of formal education. Student achievement in the academic field not only reflects their cognitive abilities, but is also influenced by various external factors, such as the school environment, peers, and especially the family environment. In this context, parenting becomes an important aspect that affects the formation of character, motivation, and learning habits of children. The way parents accompany, guide, and direct children in daily activities, including in terms of education, is very influential on



children's academic success. Emotional support accompanied by healthy restrictions is believed to be able to form positive and responsible learning behavior.

Recent studies over the past decade have continued to validate Baumrind's foundational typology of parenting styles authoritative, authoritarian, permissive, and uninvolved as relevant frameworks in developmental psychology. Authoritative parenting, which combines emotional warmth with firm behavioral expectations, has consistently been associated with better academic and social outcomes in children. For instance, a 2022 study by Yaffe (2022) highlights that adolescents raised in authoritative households exhibit stronger self-regulation and academic motivation compared to those from authoritarian or permissive homes. Similarly, Liu and Wang (2020) found that authoritative parenting significantly enhances academic performance by fostering autonomy and positive parent-child communication. In contrast, authoritarian and permissive parenting styles are often linked to lower academic achievement, poor emotional adjustment, and decreased motivation (Amin et al., 2019; Hosokawa & Katsura, 2018).

These findings, drawn from diverse cultural settings, affirm that authoritative parenting remains the most effective in supporting academic success in the contemporary educational context. However, most research on the influence of parenting on academic achievement still focuses on primary and upper secondary education. Studies at the first level of Secondary School (SMTP), which is a critical transition period from children to adolescents, are still relatively limited. In fact, this period is an important period in the formation of self-identity, study habits, and student achievement orientation. Therefore, research that specifically examines the relationship between parental care patterns and academic achievement of Junior High School students is very important. The results of this study can not only contribute to the development of more effective parenting strategies in the family environment, but also can serve as a basis for schools and policy makers in designing collaborative programs between parents and educational institutions to support student learning success.

Recent studies also reinforce the view that parental care patterns have a significant influence on children's academic achievement. Fitrianto and Hakim (2025) found that Democratic parenting patterns markedly increased adolescent self-confidence and contributed positively to the academic readiness of students in Blitar. Students who are raised in a family environment with open communication, emotional support, and clear rules tend to have high internal motivation to learn. This shows that parenting not only has an impact on the emotional aspect of children, but is also able to form mental readiness and a positive attitude towards the learning process.

In line with these findings, Gojali (2024) through his research on Junior High School students found that active involvement of parents, both in the form of monitoring learning activities and moral support, was a significant predictor of student academic achievement. Not only are parenting patterns oriented towards discipline and compassion, social relationships among students, including support from peers and a healthy learning environment, also play an important role in strengthening academic achievement. In this context, the role of parents does not stand alone, but needs to synergize with other external factors that support the growth of children's motivation and learning spirit.

Furthermore, Salsabilla and Darmawan (2024) showed that a supportive parenting pattern that was not repressive was able to significantly increase student learning interest. Students who felt valued for their opinions, encouraged to think independently, and given room to grow, showed



higher enthusiasm for learning and more active involvement in the classroom. These results confirm that a warm, open, and consistent parenting pattern is an important foundation in supporting student academic achievement. Thus, the parenting pattern of parents not only plays a role in character formation, but also becomes a strategic element in creating a generation of students who excel and are ready to face increasingly complex educational challenges.

Although numerous studies have demonstrated the significant influence of parenting on children's academic achievement (Yaffe, 2022; Liu & Wang, 2020), much of the existing literature has predominantly focused on students in primary (elementary) and upper secondary (senior high) education. There remains a notable gap in research specifically addressing junior high school (JHS) students typically aged 12 to 15 years who are undergoing a critical stage of early adolescence. This developmental period is marked by significant cognitive, emotional, and social transformations, which can strongly impact academic motivation and behavior (Steinberg, 2017; Hosokawa & Katsura, 2018). Junior high school students are in the midst of identity formation and face increasing academic and social pressures. Therefore, support from the family environment, especially effective parenting, plays a crucial role in guiding them to adapt positively and reach their developmental potential (Amin et al., 2019). The lack of research focusing on this transitional stage suggests a need for more targeted studies that explore how parenting styles specifically affect academic outcomes in early adolescence.

During this transitional period, the role of parents as providers of emotional support, supervision, and guidance becomes critically important. Adolescents are particularly vulnerable to external pressures, including peer influence, exposure to social media, and increasing academic demands (Coyne et al., 2020; Kim et al., 2022). In such circumstances, an appropriate parenting style can play a significant role in helping adolescents develop self-confidence, effective stress management skills, and consistent learning motivation (Alizadeh et al., 2021). Authoritative parenting characterized by a balanced approach of firmness and empathy has consistently been found to be the most effective in supporting adolescents through these challenges (Pinquart, 2017; Masud et al., 2019). Conversely, authoritarian parenting, which emphasizes strict discipline without emotional responsiveness, and permissive parenting, which lacks structure and boundaries, have been linked to higher levels of emotional conflict and reduced academic engagement among adolescents (Zakeri & Karimpour, 2020; Sorkhabi, 2018).

In the context of academic achievement, adolescents who get consistent support from parents tend to have better learning achievement. They are better able to manage study time, take responsibility for school assignments, and have a clearer achievement orientation. This support is not only in the form of control, but also includes parental involvement in the child's school life, such as helping with assignments, discussing grades, and providing motivation when the child has difficulty learning. Thus, an effective approach to upbringing in adolescence not only forms the character, but also strengthens the child's Academic Readiness.

Unfortunately, until now there is still a significant research gap at the junior high school level. Most studies still focus on general aspects of parenting without examining the specific effects on students' academic achievement at this level. In addition, the local context such as parenting culture in Indonesian society has not been widely raised as an important variable in the analysis. In fact, differences in socioeconomic background, family values, and educational expectations in each



region are very likely to affect how parenting is implemented and how children respond to it in academic life.

Therefore, this study becomes relevant to fill the gaps in the literature as well as to answer the practical needs in the field. By understanding in depth how parental parenting affects the academic achievement of Junior High School students, the results of this study are expected to make a real contribution to parents in building healthy and supportive relationships with children. In addition, the findings of this study can be valuable input for educators and educational policy makers in designing collaborative strategies between schools and families. Proper parenting support not only supports children's academic achievement, but also strengthens their readiness to face higher education and future life challenges.

METHODS

This study uses a quantitative approach with correlational methods to determine the relationship between parental care patterns and academic achievement of Junior High School students. The correlational method was chosen because the focus of the study was to examine the extent to which parenting patterns applied by parents affect students' academic achievement without manipulating variables. This approach allows researchers to measure the strength and direction of relationships between variables statistically.

The population of this study were all junior high school students in the study area with an age range of 12 to 15 years. A sample of 75 people were selected by purposive sampling, namely students representing a variety of family backgrounds and different academic achievements. The Data were collected using two main instruments, namely parental parenting questionnaire consisting of indicators of authoritative, authoritarian, and permissive parenting styles, as well as student academic achievement data obtained from the last semester report cards. The validity and reliability of the instruments are tested first before they are used in the primary data collection.

Data analysis was conducted using Pearson's product moment correlation statistical technique to examine the relationship between parental care patterns and student academic achievement. In addition, descriptive analysis was also used to provide an overview of the distribution of parenting patterns and academic achievement levels in the research sample. All data analysis processes are carried out with the help of statistical software in order to ensure the accuracy and objectivity of the research results.

RESULTS

1. Univariate Analysis

Univariate analysis was conducted to determine the general picture of parenting and academic achievement of Junior High School students who became the research sample.

Table 1. Distribution Of Parenting Patterns Of Parents And Student Academic Achievement

Variables	Category	Frequency	Percentage (%)
Parenting	Authoritative	45	60
	Authoritarian	19	25
	Permissiveness	11	15



Variables		Category	Frequency	Percentage (%)
Academic (Grades)	Achievement	Average	—	78
		Lowest Value	—	62
		Top Rated	—	90

The results of the questionnaire, it is known that the majority of respondents (60%) experience authoritative parenting, while 25% are in authoritarian parenting and 15% in permissive patterns. The distribution of students' academic achievement scores showed an average of the last semester report card score of 78, with the lowest score of 62 and the highest score of 90. In general, the level of academic achievement of students is in the medium to high category.

2. Correlation Of Parenting Patterns Of Parents With Academic Achievement

This analysis was used to examine the relationship between parental care patterns and student academic achievement, correlation analysis using Pearson product Moment.

Table 2. Correlation Of Parenting Patterns Of Parents With Academic Achievement

Parenting	Correlation Coefficient (r)	Significance (p)	Interpretation Of Relations
Authoritative	0,56	0,001	Positive and significant
Authoritarian	-0,12	0,283	Negative, insignificant
Permissiveness	-0,08	0,455	Negative, insignificant

The results showed a significant positive correlation between authoritative parenting patterns with academic achievement ($r = 0.56$, $p < 0.01$). In contrast, authoritarian and permissive parenting patterns showed no significant negative correlation to academic achievement, with correlation values of $r = -0.12$ and $r = -0.08$ ($p > 0.05$), respectively. This indicates that the higher the application of authoritative parenting by parents, the better the academic achievement obtained by students.

DISCUSSION

1. Univariate Analysis

Based on the results of univariate analysis, 60% of Junior High School students in this study reported receiving authoritative parenting, which is characterized by a balanced approach between firm control and emotional warmth. This finding aligns with recent studies showing that authoritative parenting positively influences adolescents' self regulation, academic motivation, and emotional well-being. For instance, a study involving eighth grade students in Bogor found that authoritative parenting was significantly associated with higher self-efficacy and better learning behavior (Khotimah et al., 2020). Similarly, research in Denpasar demonstrated that adolescents raised with democratic (authoritative) parenting were more likely to develop strong self-esteem and social competence compared to those raised under authoritarian or permissive styles (Windiani et al., 2019).

These findings confirm that authoritative parenting provides an ideal psychosocial climate that supports early adolescents especially those in the 12–15 age range in managing academic



challenges and forming stable personal identities. Therefore, the high prevalence of authoritative parenting observed in this study suggests a promising foundation for the academic and emotional development of students at the Junior High School level. The phenomenon of dominance of authoritative parenting patterns in this sample is also in accordance with the findings of recent research by Fitrianto and Hakim (2025), which shows that Democratic parenting patterns significantly improve academic readiness and self-confidence of adolescent students. This pattern allows the child to feel valued and supported, so that the intrinsic motivation to learn and achieve academic achievement increases. The existence of this parenting pattern in the majority of respondents indicates that many parents in the research environment have adopted a modern and adaptive parenting style to the developmental needs of children in early adolescence.

However, there are still 40% of students who experience parenting patterns other than authoritative, that is, authoritarian and permissive. Authoritarian parenting, which applies to about 25% of students, usually involves strict rules without much room for two-way communication. While permissive patterns, which are accepted by 15% of students, tend to provide excessive freedom without clear boundaries. Both of these patterns in various studies are associated with the risk of low learning motivation and decreased academic achievement. Therefore, although the majority have implemented effective parenting patterns, attention needs to be paid to groups of students who may lack optimal support from the right parenting patterns.

The authoritative parenting pattern is known as a parenting style that balances between assertive control and warm emotional support. Parents who adopt this pattern set clear rules and limits, but still provide attention, affection and space for the child to express his opinion. This approach helps children feel valued while also understanding the importance of discipline, so they are able to develop a healthy sense of responsibility and independence. The presence of these two elements control and warmth makes authoritative patterns effective in guiding children to grow into emotionally and socially balanced individuals.

According to recent research, authoritative parenting – which balances warmth and structure remains the most effective pattern in supporting children’s psychosocial and academic development. Children raised with this parenting style tend to show higher self-esteem, better emotional regulation, and stronger motivation to learn. A study by Pinquart (2017) found that authoritative parenting was significantly associated with higher academic achievement across various age groups, including early adolescents. Similarly, a meta-analysis by Spera (2019) confirmed that this parenting style positively influences students' engagement, persistence, and school performance. These findings support the idea that authoritative parenting helps children internalize discipline and responsibility, which are crucial during the transition to adolescence. Therefore, in line with the present study's univariate analysis showing that 60% of junior high school students received authoritative parenting, it can be concluded that this pattern provides a strong foundation for fostering academic success during the critical developmental phase of early adolescence.

In the context of adolescence, especially in junior high school students aged 12 to 15, authoritative parenting becomes very crucial. Early adolescence represents a challenging transition period, in which the individual begins to search for an identity and undergoes intense emotional changes. Parenting patterns that promote a balance between boundaries and emotional support can help adolescents manage emotions, increase motivation to learn, and strengthen positive



relationships with parents. Thus, authoritative parenting not only has an impact on psychosocial development, but also directly supports the achievement of better academic performance in junior high school students.

Recent research by Fitrianto and Hakim (2025) also corroborates these findings by showing that democratic (authoritative) parenting patterns significantly increase adolescents' confidence and academic readiness. This indicates that balanced parenting can create a learning environment that supports students' internal motivation as well as their ability to manage academic challenges more effectively. When children feel emotionally supported and are given clear expectations, they tend to develop stronger self-regulation and persistence in learning, which are essential for long-term academic success.

As many as 25% of respondents in this study experienced authoritarian parenting, which is a parenting style that emphasizes strict discipline and rigid rules without much dialogue space or emotional support. This pattern has the potential to cause stress in children and reduce interest in learning, as found by Salsabilla and Darmawan (2024) who showed that repressive parenting patterns were negatively correlated with students' interest in learning. In addition, 15% of students received a permissive parenting pattern, in which parents provide extensive freedom without strict restrictions. This permissive pattern is also associated with a lack of learning discipline and low academic motivation (Gojali, 2024). This diverse distribution of parenting patterns reflects variations in family practices that can affect student learning dynamics differently.

In terms of academic achievement, the average value of Junior High School students report cards in this study is 78, with a range of values between 62 to 90. This range of values indicates that the student's academic achievement is at a medium to high level. The variation in grades reflects differences in learning ability, motivation, and support that students receive in the family and school environment. These results are in line with the findings of previous studies that show that academic achievement is not only influenced by children's cognitive abilities, but also by environmental factors, especially parenting patterns and family support (Santoso & Putri, 2023).

Differences in parenting patterns applied by parents are believed to play a major role in determining the level of academic achievement of students. A supportive and caring parenting pattern allows students to feel supported and motivated to learn well. Conversely, parenting patterns that are less responsive or too authoritarian tend to cause emotional distress that can interfere with students' concentration and interest in learning (Rahman et al., 2024). Thus, the variation in academic achievement that exists is likely to be influenced by the diversity of parenting styles received by each student in their family.

Research by Gojali (2024) confirms that parental involvement in children's learning lives and the implementation of supportive parenting patterns have a significant positive relationship with student academic achievement, especially during the early adolescent transition period. At this stage of development, students need strong emotional support as well as clear boundaries so that they can manage social and academic pressures well. Consistent parental support is a key factor that helps children develop learning discipline and a sense of responsibility, which ultimately has a positive impact on their learning outcomes.

The univariate Data obtained in this study provide a very important preliminary picture of the role of parental care as a factor that not only supports the emotional development of children, but also serves as an important strategy in the academic success of Junior High School students.



Academic success is not a stand-alone result, but rather the fruit of a complex interaction between the family environment, the school, and the individual character of the student. Therefore, understanding effective parenting patterns can be the first step in designing appropriate interventions to improve overall academic achievement.

With these findings, it is important for parents, educators, and policy makers to pay special attention to parenting patterns implemented in families. Formal education in schools must be supported by proper care at home so that students can grow and develop optimally. Collaborative efforts between schools and families in building healthy and supportive parenting patterns will have a sustainable positive impact on the quality of education, especially at the first level of Secondary School.

2. Bivariate Analysis

The results of bivariate analysis revealed a significant positive correlation between authoritative parenting patterns applied by parents with the academic achievement of Junior High School students. A correlation value of 0.56 with a significance level of $p < 0.01$ indicates that the relationship is strong and does not occur by chance. These findings indicate that the more consistent and optimal parents are in applying the pattern of authoritative parenting – which emphasizes a balance between the provision of firm control and warm emotional support – the higher the academic achievement achieved by students. This parenting pattern creates an atmosphere conducive to children's psychological development, where they feel emotionally supported while having clear boundaries in behavior.

Furthermore, the pattern of authoritative parenting allows the growth of a strong sense of self-confidence in students, which is an important capital in the learning process. This self-confidence encourages students to be more active, independent, and brave to face academic challenges without feeling pressured. In addition, this parenting pattern also fosters internalized discipline, where children understand the importance of responsibility and consistency in learning. High learning motivation naturally develops because students feel cared for and appreciated by their parents, so they are motivated to achieve their best.

Recent studies support this view. Research by Latifah et al. (2018) showed that authoritative parenting significantly correlates with self-regulated learning among junior high school students, which contributes to improved academic performance. Similarly, Malau et al. (2022) found that authoritative parenting, combined with strong learning motivation, enhances students' academic self-efficacy and promotes disciplined learning behavior. A longitudinal study by Hayek et al. (2021) further confirmed that this parenting style positively affects academic outcomes through increased self-efficacy and internal motivation. These findings confirm that when children are raised with both emotional warmth and firm guidance, they are more likely to develop self-discipline and sustained motivation in their academic journey.

Thus, authoritative parenting not only serves as a mechanism for regulating children's behavior, but also as a vital source of emotional support in promoting overall academic development. The existence of this parenting pattern is a key factor that helps students face the dynamics and demands of learning in early adolescence with more confidence and resilience. Therefore, the role of parents in implementing a balanced parenting is very important to support the academic success of students at the junior high school level.



This finding aligns strongly with more recent theoretical perspectives, such as those presented by Darling and Steinberg (2017), who argue that the most effective parenting style integrates emotional support with consistent behavioral expectations. Such an approach allows children to feel secure and respected while clearly understanding the boundaries set by their caregivers. Supporting this, Fitrianto and Hakim (2025) found that a parenting style characterized by balanced control and empathy significantly enhances adolescents' academic performance. Emotional support contributes to greater self-confidence and motivation, while firm guidance fosters internalized discipline and responsibility in academic tasks.

In contrast, authoritarian and permissive parenting patterns tended to show a negative association with academic achievement, although those correlations in this study did not reach a level of statistical significance. Authoritarian parenting patterns that promote strict control without making room for two-way communication or emotional support, often cause psychological pressure that leads to stress and anxiety in children. This condition can hinder the development of cognitive and emotional abilities that are essential for successful learning. Children who feel pressured or afraid of punishment tend to be less motivated to learn optimally and experience a decline in their academic performance.

In addition, permissive parenting patterns that provide freedom almost without restrictions also have their own negative impact. Children who lack guidance and clear rules are at risk of experiencing difficulties in self-regulation and building strong learning discipline. This has an impact on low responsibility and consistency in undergoing the academic process. Other studies, such as those by Salsabilla and Darmawan (2024), confirm that parenting patterns that lack structure and control can significantly decrease student interest in learning and achievement. Thus, these two parenting patterns—authoritarian and permissive—although different in terms of approach, are equally less effective in supporting student academic achievement.

Research by Salsabilla and Darmawan (2024) supports this finding by showing that overly repressive parenting patterns have the potential to decrease children's interest in learning and academic achievement. On the other hand, permissive patterns that tend to be liberating without providing clear boundaries often lead to students' lack of discipline and responsibility in learning, as Gojali (2024) found. Although not statistically significant, these results still indicate that unbalanced parenting patterns can be an inhibiting factor in student academic achievement.

Overall, the results of this bivariate analysis confirmed that parental care patterns have a very important role in influencing the academic achievement of Junior High School students. Responsive and balanced parenting patterns, especially authoritative patterns, are proven to be protective factors that support optimal academic development of children. By adopting a parenting pattern that combines firm control and warm emotional support, parents are able to create a conducive learning atmosphere at home. This helps the child feel supported while also understanding the responsibilities and limits in learning, so that motivation and learning discipline can grow naturally and sustainably.

In contrast, extreme parenting patterns such as authoritarianism and permissiveness have the potential to inhibit children's learning achievement. Authoritarian patterns that are too repressive and provide less space for communication can cause stress and anxiety, reducing student interest and enthusiasm for learning. While permissive patterns that lack limits tend to weaken self-control and discipline, which are very important in the learning process. This condition shows that



unbalanced parenting patterns not only have an impact on emotional aspects, but also directly affect academic achievement. Therefore, the application of appropriate and proportional parenting becomes very crucial for the success of children's education at the junior high school level.

In addition to the role of parents, the results of this study also confirms the need for active involvement of schools in providing education and guidance to parents about the importance of effective parenting. Schools can act as facilitators in building awareness and skills of parents to be able to implement parenting patterns that support children's learning achievement. Synergistic collaboration between family and school is the main key in creating a harmonious and conducive learning environment, both at home and at school. With these synergies, it is expected to achieve optimal student academic achievement as well as healthy psychosocial development.

CONCLUSIONS

Based on the results of univariate analysis, the majority of Junior High School students in this study received authoritative parenting patterns from their parents. This pattern is characterized by a combination of assertive supervision and high emotional support, which has theoretically been shown to support children's psychosocial development and learning motivation. In addition, the average academic performance of students is in the medium to high category, which shows that most students have shown fairly good academic performance. These findings indicate that healthy and supportive parenting plays an important role in shaping students' learning attitudes and academic achievement during early adolescence.

Meanwhile, the results of the bivariate analysis reinforced the previous conclusions by showing a significant positive relationship between authoritative parenting patterns and student academic achievement. The stronger the application of authoritative parenting, the higher the academic achievement achieved. In contrast, authoritarian and permissive parenting patterns showed a negative correlation with academic achievement, although not statistically significant. Therefore, it can be concluded that parental care patterns, especially those that are balanced and responsive, are key factors that support the academic success of Junior High School students, and need to be a concern in an effort to improve the quality of education and the role of the family in the child's learning process.

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