

The Impact of Parenting, Online Game Usage, and Peer Interaction to Elementary School Students' Academic Achievement

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ABSTRACT: This research explores the impact of parenting, online game usage, and peer interaction on elementary school (SD) student's academic achievement. Various factors, including the environment, family dynamics, digital habits, and social relationships influence academic achievement. As technology advances and family dynamics shift, it is crucial to understand how these factors interact and affect students' academic development. This descriptive associative study examines the extent of these influences on 150 respondents selected from 3,000 elementary students in Lubuk Linggau. Data were analyzed using path analysis with SPSS. The findings reveal that parenting, online game usage, and peer interaction significantly impact students' academic achievement. However, it was also found that parental influence on academic achievement is mediated by peer interaction, highlighting the importance of social relationships. The study underscores the need for parents to provide supportive care, limit excessive online game usage, and monitor their children's social interactions to ensure positive academic outcomes. This research contributes to the development of educational theory by deepening the understanding of the interaction between family environment, technology, and social relationships. Practically, it offers concrete guidance for parents, educators, and policymakers to enhance students' academic success in an evolving social and technological landscape.

INTRODUCTION

Student academic achievement is essential in assessing the education process's success (Baniyah et al., 2023). However, this achievement cannot be ignored from various factor external like parenting, online game usage, and peer interaction become several factors that play a significant role in student's academics development (Y. Zhang et al., 2023) (Xiong et al., 2022) (Jiang et al., 2023). Along with technological progress, online game usage by students is increasing, which often becomes parents' and educators' attention (Kahila et al., 2022). On the other hand, parenting also has an essential role in shaping the character and habits of students' learning (Mu'arifah et al., 2024). Peer interaction is no less important because, through social interaction, students can Study various skills social and academic (Agoes Salim et al., 2023). Parental parenting style refers to how parents educate,

direct, and guide their students daily (Lin et al., 2023). There are various types of patterns of foster care, including authoritarian, permissive, democratic, etc. (Lavrič & Naterer, 2020). Every pattern of foster care impacts student development differently, including academic achievement. Kids who get it pattern positive parenting tend to have more motivation high in learning and achievement performance good academics (Wang et al., 2021).

Meanwhile, parenting patterns significantly influence children's interactions with peers (Michiels et al., 2008). Parenting patterns applied by parents can shape children's character and personality which will determine how they interact with others (Fitria Husnul Huda, Leli Fertiliana Dea, 2023) (Lee & Gleespen, 2024). Parenting patterns that are full of affection, attention, and support tend to produce children who are more confident, empathetic, and able to communicate well with their peers (Mu'arifah, Yusuf, Utama, Setiawan, & Dea, 2024) (Othman et al., 2022). Conversely, authoritarian or overly permissive parenting patterns can result in children lacking social skills, having difficulty adapting, or even tending to have problems in social relationships (Othman et al., 2022). Parenting patterns play an important role in how children interact with peers and use online games (Kamaruddin et al., 2023). Supportive and balanced parenting patterns, where parents are actively involved in their children's social lives and set clear boundaries, tend to encourage children to interact more with peers in a healthy and positive context. These children may use online games as a form of social interaction, but with reasonable supervision and limits from parents. Online games have become a vital part of modern children's lives (H. Zhang et al., 2020) (Tehrani et al., 2024).

Although some studies have shown that online games can develop certain skills such as hand-eye coordination and strategic thinking skills, excessive use can negatively impact academic achievement (Rosendo-Rios et al., 2022) (Teng et al., 2024) (Huang et al., 2013). Addiction to online games can distract children from academic tasks and reduce their study time (Chan et al., 2022). Online games can also build interactions with peers as an important role in children's social and emotional development (Cannistrà et al., 2024).

Through these interactions, children learn how to cooperate, solve problems, and manage conflicts (Cole et al., 2020). Positive peer relationships can support children's academic achievement, while negative relationships or negative peer influences can have negative effects. The use of online games as a contemporary relevance reflects the changing patterns of digital life among children (Gong & Huang, 2023). The influence of online games on academic achievement is an increasingly important topic along with the increasing penetration of technology among elementary school students.

This research analyzes research approach three main factors in a way simultaneously: parenting, online game usage, and peer interaction. Most previous research probably only focuses on one or two factors that are separated. Considering the third factor, this research can provide a holistic picture of How various aspects of students' lives affect academic achievement. The novelty of this research lies in combining multifactor parenting, online game usage, and peer interaction in one study. It delivers a more holistic understanding of How these factors impact the performance of elementary school students. In addition, by focusing on the digital era and elementary school students, this research offers relevant and contemporary insights that might not otherwise be fully explored in previous research.

METHODS

A descriptive associative type of research is used to look at the relationship formed because of the consequence. Where variables that impact (independent) and variables that impact (dependent) exist (Sugiyono, 2017). This research explains the extent of the impact of variable independence, i.e., parenting, online game usage, and peer interaction, on the performance of elementary school students throughout Lubuk Linggau. The approach used in this research is approach quantitative. Quantitative research looks at the research population or sample-specific research instruments and

data analysis with statistics (Agustianti et al., 2022). This research used a total of 3000 elementary school students throughout Lubuk Linggau. Retrieval technique: The sample used was proportional random sampling. The author uses the Slovin formula (Jaya, 2020) to determine a significant sample. Based on the formula proposed by Slovin, the research sample was 150 respondents with error levels, taking a sample by 5%. This research uses data collection techniques via a questionnaire spread to elementary school students in Lubuk Linggau.

The questionnaire was distributed directly to the respondents to obtain complete information about the impact of parenting, online game usage, and interaction with peer-to-academic achievement students. The data analysis technique used in this research is descriptive analysis, used to see an overview of research data. Tabulated data obtained from results answer respondents to question questionnaire. Then, the data in this research was processed using path analysis (Mufarrikoh, 2019) using the SPSS program.

RESULTS AND DISCUSSION

Results

Analysis descriptive The results of this research are calculated by searching interval size, so obtained criteria variable pattern enter parent (X), peer interactions (Y_1), online game usage (Y_2), and achievement academic (Z) as follows:

Table 1. Analysis Results in Descriptive Academic Achievement Level Variable

	N	Min	Max	Mean	Std. Dev
X1	150	88	130	57.27	4,781
Y1	150	70	110	45.73	4,709
Y2	150	80	142	57.78	6,908
Z	150	126	164	75.03	4,015
Valid N (listwise)	150				

From Table 1 above, it can be concluded that academic students' performance is in the excellent category. Parenting is in the outstanding category, peer interaction is in the relatively good category, and online game usage is in the relatively good category. Test assumptions: The classics carried out are the normality, linearity, multicollinearity, and heteroscedasticity tests. Normality test results of academic achievement as the dependent variable show Kolmogorov Smirnov value as 0.863. So, that can concluded that the data is normally distributed.

Meanwhile, for using online games as variable dependent, the Kolmogorov-Smirnov value is 0.491, and the significance is 0.969, more than 0.05. So, that can concluded that the data is normally distributed. The linearity test shows the sig value—linearity less than 0.05. So, you can conclude that the regression model has a linear shape.

Multicollinearity test results with academic achievement as variable dependent and Online game usage as variable dependent show a Tolerance value ≥ 0.10 and VIF value ≤ 10 . It can concluded that there is no multicollinearity between variable free in the regression model. To test heteroscedasticity, the Glejser test is carried out with academic achievement as variable dependent, and the Online game usage as variable dependent shows a mark significance of more than 0.05, so it can concluded that it did not happen heteroscedasticity.

Before carrying out analytical tests path, then moreover formerly do equality regression. Analysis results in multiple linear regression use the SPSS program with achievements academic as variable dependent obtained equation $Z = 40.837 + 0.234 X + 0.235 Y_1 + 0.175 Y_2 + \epsilon_1$, peer interaction as variable dependent obtained equation $Y_1 = 1.086 + 0.157 X + \epsilon_2$ and the online game usage as variable dependent obtained equation $Y_2 = 11.663 + 0.669 X + \epsilon_3$.

Table 2. Analysis Results Simple Linear Regression

Model	Unstandardized		Standardized	Q	Sig.
	B	Std. Error	Beta		
(Constant)	40.837	5.625		7.260	.000
X	.234	.104	.272	2.253	.028
Y ₁	.235	.092	.269	2.426	.019
Y ₂	.175	.075	.295	2.338	.023

a. Dependent Variable: Z

Table 3. Analysis Results Simple Linear Regression

Model	Unstandardized		Standardized	Q	Sig.
	B	Std. Error	Beta		
(Constant)	1.086	2.836		.467	.866
X	.157	.235	.863	1.170	.044

a. Dependent Variable: Y₁

Table 4. Analysis Results Simple Linear Regression

Model	Unstandardized		Standardized	Q	Sig.
	B	Std. Error	Beta		
(Constant)	11.663	9.917		.167	.866
X	.669	.159	.462	4.170	.000

a. Dependent Variable: Y₂

Based on the SPSS results above, the analysis is then carried out path; below are the results of the analysis model resulting path from the second results regression:

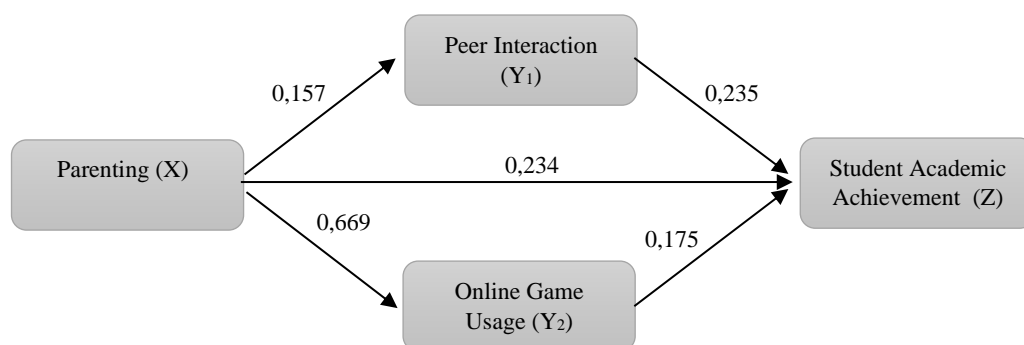


Figure 1. Correlation of Parenting, Online Game Usage, Peer Interaction, and Student Academic Achievement

Testing hypothesis in a way partial (t) based on Table 2 to test hypothesis 1 (H₁), hypothesis 2 (H₂), and hypothesis 3 (H₃) with achievement academic as the dependent variable show results that t-value for the variable parenting of 2.253 and significance at 0.028. it can concluded that parenting influences positive and significant academic achievement. Calculation contribution in a way partial parenting uses square from mark Standardized Coefficients to obtain mark contribution equal to $(0.272^2 \times 100\% = 7.4\%)$. Then, for t count variable interaction, Friend peer of 2.426 and significance at 0.019. Because the value significance is below 0.05, it can concluded that peer interaction influences positive and significant academic achievement. It contributes to partial guidance career use square from Standardized Coefficients equals $(0.269^2 \times 100\% = 7.2\%)$. Next, the t-value variable the online games use is 2.338, and the significance is 0.023. it can be concluded that online game usage positively and significantly impacts academic achievement. Calculation contribution in a partial online game usage uses square from Standardized Coefficients equals $(0.295^2 \times 100\% = 0.87\%)$.

Testing hypothesis in a way partial (t) based on Table 3 to test hypothesis 4 (H_4) with peer interaction as variable dependent shows that t is calculated for the variable parenting of 1.170 and significance at 0.044. Because the value significance is below 0.05, it can concluded that the pattern of parenting influences positive and significant peer interaction. It contributes in that partial parenting uses square from mark Standardized Coefficients to obtain mark contribution equal to $(0.295^2 \times 100\% = 0.87\%)$. Testing hypothesis in a way partial (t) based on Table 4 to test hypothesis 5 (H_5) with the online game usage as variable dependent shows results that t is calculated for the variable parenting of 4.170 and significance at 0.000. Because the value significance is below 0.05, it can concluded that parenting is influential, positive, and significant to online games. It contributes a way partial parenting uses square from mark Standardized Coefficients equal to $(0.462^2 \times 100\% = 21.3\%)$.

Analysis model track was used to test hypotheses 6 (H_6) and 7 (H_7). Based on the analysis model path for H_6 magnitude, the indirect impact of parenting through Online game usage against academic achievement is $0.669 \times 0.175 = 0.117 = 11.7\%$. Then, H_7 is the indirect impact of peer interaction on academic achievement, which is $0.392 \times 0.175 = 0.0686 = 6.86\%$. The Sobel test was used to determine the significance of indirect impact patterns between parenting (X) through peer interaction (Y_1) toward academic achievement (Z) and to see the significance of indirect impact patterns between parenting through Online game usage (Y_2) towards Academic achievement (Z).

Based on Sobel test results, the application Daniel Soper for impact parenting to academic achievement through online games obtained a significance of 0.057. Because the value is above 0.05, it can concluded that peer interaction has no impact on positively mediating parenting to academic achievement, which means H_6 is rejected. Then, the impact pattern of parenting on academic achievement through online games is obtained with a mark significance of 0.020. Because the value is below 0.05, it can concluded that online games use positive and significant mediate impact peer interaction on performance, which means H_7 accepted.

Discussion

Parenting Towards Academic Achievement

Based on data analysis, patterns of democratic parenting tend to give better results in achieving student's academics. However, students raised with patterns of supportive foster care still have clear boundaries, show independence and responsibility, and answer more highly in learning. Democratic parenting is an approach that emphasizes a balance between freedom and limitations in educating students. Parents do it pattern This foster care provides space for students to think, create choices, and make decisions. However, stay within clear and structured boundaries. They also support and appreciate students' businesses' live bait and come back constructively positive.

Students raised in an environment with patterns that foster democracy tend to have more independence and cannot manage enough to answer them well, including academics. They usually feel more believed Because they feel listened to and appreciated by parents. These students are more intrinsically motivated to learn and achieve objective academic results. In the context of academic achievement, students who grow up with patterns that foster democracy often show better performance because they can motivate themselves, manage time impactively, and challenge academics with attitude. Thus, patterns foster democracy to push intellectual development and students' emotional and social development, all contributing to academic success.

Impact Peer Interaction to Academic Achievement

Interaction Friend-positive peers can support academic achievement, especially if students are in an environment of social support. Instead, peer interaction has a negative impact and can cause a decline in motivation in learning and achievement in poor academics (Double et al., 2020). Peer interaction is essential in developing social and academic students, especially at school—

relationships and peer interaction impact student's social interactions, motivation, and academic achievement.

Students in an environment of social support and have positive peers tend to perform better academically. Supportive friends can become a source of encouragement and motivation to learn (Hartup, 2022). For example, if enterprising friends surround a student and learn and appreciate education, the student tends to copy this behavior, which, in the end, increases his performance at school. Interaction also creates a conducive academic discussion environment where students can share knowledge, mutual help with school assignments, and discuss lesson material. It is not just about strengthening understanding of academic material but also about developing constructive skills. Collaboration and communication are essential.

Instead, peer interaction with a negative impact can negatively impact student's academic achievement. Friends who do not appreciate education's importance have bad habits like often missing school or not completing assignments, which can cause another student to follow the same pattern (Eggum et al., 2022). Students involved in these negative associations may experience a decline in motivation to learn, become less interested in the lesson, and ultimately experience a decline in academic achievement.

Impact negatively from Friend peers can cover pressure to engage in unsupportive activities development, like playing games online exaggeration, neglecting school, or even engaging in inappropriate behavior. All of this possibly causes a disturbance in focus learning and a decline in performance at school. Interaction Friend Positive peers are significant for supporting the performance of academic students. Therefore, parents and educators must encourage students to associate with friends who have a positive impact and create an environment of social media conducive to learning. Teaching students to choose friends wisely and equipping them with skills can help them develop academically supportive relationships.

Impact of Online Game Usage Toward Academic Achievement

Excessive online game usage has been shown to correlate negatively with academic achievement. Too many students Play online games and tend to experience a decline in concentration, lack of interest in learning, and decline in. Excessive online game usage is one challenge students face in the digital era (Dresp-Langley, 2020). Although online games can provide entertainment and some benefits like improving skills in coordination and problem-solving, if not well organized, they can significantly impact student's academic achievement (Darvesh et al., 2020).

Research shows that students who spend too much time playing online games experience decreased p concentration. The time that should be used for studying or completing school assignments is often consumed by the activity of playing games. As a result, students can experience difficulty focusing on lessons, resulting in a decline in understanding of the material and, ultimately, poor academic achievement.

Besides that, excessive online game usage often reduces students' interest in academic activities. They may feel more interested and motivated by the game than by learning, leading to insufficient academic answers. Addiction to games can also impact sleep patterns, which results in fatigue and lack of sleep energy while studying in school. Decreased academic value often directly results from the diversion of attention caused by online games. Too many students Lots playing games may miss study time, do assignments in a hurry, or even not complete assignments at all. This causes performance at school to decrease, both in the short run and long term. To overcome this problem, parents and educators need to understand students' importance of balance between entertainment and academic responsibility. Restrictions on gaming time and pushed participation in supportive academic and social development activities can help students perform better.

The Impact of Parenting on Peer Interaction

Parental parenting styles significantly impact interaction with Friends and peer students in elementary school (SD). Parenting applied by parents covers values, norms, and habits taught in the family. Positive parenting, such as giving love, support, and consistent guidance, can help students develop good social skills. Students who grow up in a loving environment with love and support tend to be easily accessible, get along, have a sense of trust, have high self-esteem, and can build healthy relationships with friends and family. Instead, Authoritative or permissive parenting can negatively impact students' ability to interact with peers. Parenting, characterized by discipline strictness and lack of two-way communication, can make students afraid to interact or tend to copy authoritarian behavior in a social relationship. This student may have difficulty bonding relationships based on mutual respect and cooperation. On the other hand, patterns foster permissive behavior, where the parent gives freedom without limits and shortcomings in guidance, making it difficult to understand the limitations of social needs necessary to build healthy relationships.

Therefore, parents need to find balance in the pattern foster they. Democratic parenting, which includes open communication, fair discipline, and love darling, is a strong foundation for a student's social development. With proper pattern care, students can Study How to value themselves and others and develop the skills required to build positive and constructive relationships with friends and peers. It does not just help them be in scope social during the school period and equips those with functional social abilities throughout life.

The Impact of Parenting on the Online Game Usage

Parental parenting styles significantly impact elementary school students' online game usage. In this digital era, online games have become a form of popular entertainment among students. However, online games can negatively impact student development without proper supervision and guidance. An authoritative parenting style, where parents give clear rules but still give controlled freedom, can help students develop the habit of playing healthy games. Parents who are actively involved in their student's lives tend to be able to direct students to use online games wisely. They can set limiting playtime, choose age-appropriate games, and engage in activities to play with students. Thus, students enjoy playing games and learning about discipline and responsibility. Supportive parenting also provides space for students to develop social and emotional skills through positive interactions with friends and peers in the game.

Instead, pattern-permissive or inclined parenting to let students play games without limitation can lead to online gaming addiction. Abandoned students who play games without control risk experiencing sleep disturbance, decline in academic achievement, and health problems are other. Therefore, parents need to understand the impact of online games and apply pattern-balanced parenting to the relationship between freedom and supervision. With the right approach, parents can help their students benefit positively from online games while minimizing potential risks.

Peer Interaction Mediates the Impact of Parenting on Academic Achievement.

Parental parenting styles significantly impact students' academic achievement, especially elementary school students (SD). Supportive parenting, such as giving attention, guidance, and encouragement, tends to produce more motivated students to learn. Parents actively involved in their students' school activities can also help students understand the importance of education and academic achievement. Additionally, patterns of disciplined parenting but full of love Darling can teach students about not quite enough responsibility and the importance of business hard to achieve objective academic.

However, the impact pattern is that parenting does not stand alone. Peer interaction also plays an essential role in the development of student's academics. Friends of the same age can become a source of emotional support, help academics, and motivation. For example, students who have

diligent friends learn and achieve and tend to be motivated to follow in their footsteps. Conversely, interactions with friends who are less motivated or have less harmful behavior can negatively impact academic achievement. Therefore, parents need to monitor and direct their connection with their students' social lives to remain positive and supportive. The interaction between parental upbringing and peer influence creates a complex dynamic affecting the academic performance of elementary school students. At this educational level, peer influence on academic achievement is often insignificant, as children at this age are still heavily influenced by their parents' upbringing and the family environment. Children at this stage tend to rely more on their parents for guidance and support in learning and social development. A strong and education-focused upbringing can be a dominant factor in helping children stay focused on their academic performance, even if they interact with peers less concerned about studying.

Additionally, elementary school children typically have a more limited social circle and are often under closer supervision from both parents and teachers. Their interactions with peers are more related to play and simple social activities rather than complex academic matters. Therefore, the impact of peers on academic performance tends to be minimal, especially when compared to the more consistent and directed influence of parents. Furthermore, individual differences such as intrinsic motivation and self-control are still developing at the elementary level. Children with resilience or high motivation are more influenced by the values taught by their parents than by interactions with peers. Even if they socialize with less academically inclined peers, more influence is needed to shift their focus from academic achievement, especially if they already have a strong foundation of educational values from home. Thus, at the elementary level, based on the analysis above, peer influence on academic performance is not significant because children are still more influenced by parental upbringing and support, as well as a social environment that is still under supervision and has different characteristics compared to social interactions at higher levels of education.

The Impact of Parenting on Mediated Academic Achievement Online Game Usage

Parental parenting has a significant role in a student's development, including academic achievement. A supportive and caring parenting style usually encourages students to achieve better academic results. Parents actively involved in their students' education, providing guidance, and supporting their hobbies and interests tend to form conducive learning environments. However, in the current digital era, online game usage by elementary school students is also an increasing factor that needs to be considered. Online games can positively or negatively impact student's academic achievement. On one side, online games can hone cognitive skills like problem-solving, hand-eye coordination, and strategic thinking. However, on the other hand, if not controlled, online games can disrupt study time and cause a decline in focus on school assignments. Therefore, parents need to regulate their student's gaming time so that it is not distracting.

Impactive parenting in the context of using online games is by specifying clear and definite playing time limits so that the student remains prioritizing school assignments. Parents can also direct students to choose educational or capable games to increase their skills. Thus, pattern-good parenting can mediate the impact of harmful online game usage and help students achieve optimal academic achievement.

Overall, this study makes an important contribution to the development of educational theory and practice. Theoretically, this study deepens the understanding of the interaction between family environment, technology, and social relationships in shaping academic achievement. Practically, this study provides concrete guidance for parents, educators, and policy makers to support students' academic success in an ever-evolving social and technological context. The novelty of this study lies in its comprehensive and multidisciplinary approach that combines three important elements in children's lives—parenting, technology, and social interaction—in the context of primary education.

This approach not only provides new insights relevant to education in the digital age, but also paves the way for further research in this emerging field.

This research provides significant contributions both theoretically and practically. Theoretically, it deepens the understanding of the interaction between family environment, technology, and social relationships in shaping students' academic achievement. Practically, this research offers concrete guidance for parents, educators, and policymakers in supporting students' academic success in the digital age. It emphasizes the importance of supportive parenting and appropriate supervision of online game usage, as well as the necessity of creating a positive social environment at school. Thus, this research contributes to the development of educational theory and provides practical solutions to the challenges faced by students in an ever-evolving technological era.

CONCLUSION

Parental care plays an essential role in shaping students' academic performance. Democratic parenting, which strikes a balance between freedom and constraint, is effective in promoting better academic performance. Students raised with this approach tend to be more independent, have strong intrinsic motivation, and demonstrate good academic performance. Positive interactions with peers also play an essential role in supporting academic achievement. Students in a supportive social environment tend to achieve more due to encouragement from diligent friends who value education. Conversely, negative peer interactions can reduce learning motivation and lower academic achievement. Overuse of online games is a significant challenge in the digital age. Students who play too many games tend to experience decreased concentration and interest in learning, ultimately damaging their academic performance. Good parenting can help mitigate the negative impact. Parents who set clear gaming rules and are actively involved in their child's life can limit playtime and direct their child to stay focused on academic tasks. Positive parenting also helps students develop good social skills essential for peer interaction. Although the influence of peers on academic achievement at the primary school level is not very significant, robust and purposeful parenting remains a major factor in achieving academic success. The combination of proper parenting, wise management of gaming time, and positive social interactions is the key to optimal academic achievement.

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