

Environmental and Parental Determinants of Student Learning Behavior in Bandar Lampung High Schools Survey

Permata Nurul Insa^{1*}, Adriligha Roma S², Qurratu Aini Zahra³, Nabiila Chairunissa Anjani⁴

Universitas Lampung, Lampung, Indonesia^{1,2,3,4}

fakultas.fisip@fisip.unila.ac.id^{1*}



Article History

Received on 15 November 2025

1st Revision on 2 December 2025

2nd Revision on 26 December 2025

Accepted on 18 January 2026

Abstract

Purpose: Environmental conditions and parental education patterns are consistently documented determinants of student learning behavior. This study examines environmental factors and parental education patterns in shaping learning behavior and truancy risk among senior high school students in Bandar Lampung, Indonesia.

Research Methodology: A descriptive quantitative survey collected data from 25 students across three Bandar Lampung senior high schools, selected through purposive sampling. An eight-item questionnaire administered via Google Form measured responses on a four-point Likert scale across five domains: school environment, academic burden, peer environment, parental attention-seeking, and peer behavioral influence.

Results: Most students (88%) maintained academic participation despite disliking teachers, indicating resilient learning orientation. Peer behavioral influence was the most prevalent risk factor, with 60% reporting rude language use attributable to peers. Peer-pressured truancy for leisure or substance use was rejected by 72–88% of respondents, and 88% rejected parental-attention-seeking as a truancy motive; 79.2% rejected academic workload pressure.

Conclusions: Peer behavioral influence is the most prevalent environmental risk factor for negative conduct, while most students show learning persistence and resist peer-pressured truancy; parental attention deficit was not a prevalent truancy motivation.

Limitations: The small sample ($n = 25$) from a single city limits statistical power and generalizability; behavioral self-report was used rather than achievement outcomes; no regression was feasible.

Contributions: This study documents environmental and parenting risk-factor profiles for Bandar Lampung senior high school students, informing school counseling, peer education, and parental engagement initiatives.

Keywords: *Bandar Lampung, Learning Behavior, Learning Environment, Parental Education Pattern, Peer Influence*

How to Cite: Insa, P. N., S, A. R., Zahra, Q. A., & Anjani, N. C. (2026). Environmental and Parental Determinants of Student Learning Behavior in Bandar Lampung High Schools Survey. *Jurnal Studi Multidisiplin Ilmu*, 4(1), 57-72.

1. Introduction

Student learning achievement is a multidimensional outcome shaped by the interplay of individual, family, and social environmental factors. Among these, two consistently documented determinants stand out: the quality of the learning environment (encompassing family, school, residential, and peer dimensions) and the parenting patterns applied by parents to direct children's educational engagement ([Azizah, Wahyudin, & Suhandini, 2017](#); [Fatmawati, 2015](#); [Sahertian, 2020](#)). Both factors operate through distinct but complementary mechanisms: environmental quality shapes the structural conditions within which learning occurs, whereas parenting patterns shape the motivational dispositions and behavioral habits that students bring to those conditions.

In the Indonesian educational context, Senior High School or *Sekolah Menengah Atas* (SMA) students constitute a particularly important population for studying the environment-parenting-achievement relationship. The SMA years (ages 15–18) are a critical developmental period in which peer influence intensifies, parental supervision often decreases, and academic stakes increase as national examinations determine university admissions. During this period, environmental risk factors including negative peer influence, residential area conditions, and school environment quality can substantially redirect students' behavioral trajectories away from academic engagement and toward risk behaviors, including truancy ([Zhang & Zhu, 2021](#)). School climate and absenteeism research consistently links weaker school and peer conditions to elevated truancy and disengagement risk ([Dräger, Klein, Sosu, Knight, & Moulin, 2024](#)). The peer conformity has been shown to significantly predict truancy behavior even after accounting for individual dispositions ([Endedijk, Breeman, van Lissa, Hendrickx, den Boer, & Mainhard, 2022](#)).

Recent educational studies have increasingly recognized that students' learning behavior develops through continuous interactions between school climate, teacher–student relationships, and the broader learning environment. A supportive educational environment encourages students to participate actively in classroom activities, strengthens academic engagement, and promotes positive learning attitudes. Conversely, unfavorable school climates, ineffective instructional interactions, and weak educational support may reduce students' commitment to learning and increase disengagement from academic activities. Recent evidence published in the *Journal of Social, Humanity, and Education* further emphasizes that effective teaching practices, positive learning environments, and meaningful educational interactions are fundamental components for improving students' learning experiences and educational outcomes ([Baron, 2023](#); [Masud, Mensah, San, Subarna, & Hasan, 2023](#)).

Despite the growing body of literature concerning learning environments and student achievement, relatively few studies have simultaneously examine environmental factors and parental educational patterns in explaining students' learning behavior, particularly within Indonesian senior high schools. Existing studies published during the last five years have predominantly focused on online learning, learning environments in higher education, classroom innovation, or teacher–student interactions, leaving limited empirical evidence regarding the combined influence of family and environmental contexts on students' behavioral engagement in secondary education. Therefore, this study addresses this gap by providing a descriptive analysis of environmental factors and parental education patterns affecting student learning behavior among senior high school students in Bandar Lampung. The findings are expected to provide practical evidence for school counselors, educational administrators, and parents in designing more effective interventions to strengthen positive learning behavior and reduce educational risk behaviors ([Pakiding, 2016](#); [Suryandari, 2020](#); [Roy, 2023](#)).

Bandar Lampung, as the provincial capital of Lampung Province, contains a diverse array of senior high schools serving students from varied socioeconomic, cultural, and residential backgrounds. Senior high schools, including SMAN 2 Bandar Lampung, SMA YP UNILA, and SMA Printis 2, draw students from both urban and peri-urban areas with correspondingly diverse peer social environments and family backgrounds. Understanding the relative prevalence and configuration of

environmental and parenting risk factors in this specific educational context is valuable for developing targeted school counseling, parental engagement, and peer-education interventions.

This study examines, through a descriptive survey approach, the self-reported environmental and parenting-related behavioral patterns of SMA students in Bandar Lampung, focusing on five thematic domains: school environment (teacher relationship quality), academic burden response, peer social environment influence, parental attention-seeking behavior, and peer behavioral influence on language and conduct. The findings are intended to characterize the environmental and parenting risk factor profiles of this student population and provide an evidence base for targeted intervention design.

2. Literature Review

2.1 Learning Environment and Student Achievement

The learning environment encompasses all physical, social, and psychological conditions surrounding students' learning activities, including the family home environment, school environment (physical facilities, teacher quality, peer relationships), residential community environment, and social peer environment ([Sahertian, 2020](#); [Wahid, Setiyoko, Riono, & Saputra, 2020](#)). Environmental quality influences student achievement through multiple pathways: directly through the availability of learning resources and facilities and indirectly through motivational processes shaped by perceived social support, modeling, and normative expectations ([Kurniawan & Wustqa, 2014](#)). A systematic review of parental-involvement indicators similarly concludes that environmental and involvement dimensions operate through both direct resource pathways and indirect motivational pathways to shape achievement by [Boonk, Gijsselaers, Ritzen, and Brand-Gruwel \(2018\)](#), a conclusion corroborated by a large-scale meta-analysis linking involvement quality to child academic adjustment ([Barger, Moorman, Kuncel, & Pomerantz, 2019](#)).

Family environment is particularly influential, as [Sahertian \(2020\)](#) confirmed that it exerts the strongest individual effect on learning outcomes among the three environmental dimensions examined. [Handayani \(2019\)](#) demonstrated that the residential environment significantly influences student learning motivation, which, in turn, predicts achievement, a pattern also reported for family and school environment jointly predicting motivation among Indonesian secondary students ([Dewi, Subarno, & Rapih, 2024](#)). [Fatmawati \(2015\)](#) confirmed that the environment, in addition to parenting patterns, learning style, and motivation, jointly and significantly explains the variance in student achievement. Longitudinal evidence further shows that school adjustment mediates the relationship between environmental support and academic achievement among adolescents by [Park and Kim \(2024\)](#), and that this relationship can run bidirectionally across school years ([Xiong, Qin, Wang, & Ren, 2021](#)). These findings collectively establish the environment as a primary and modifiable determinant of educational outcomes in Indonesian and international school contexts alike.

2.2 Parental Education Patterns and Student Achievement

Parental education patterns (*pola didik orang tua*) refer to an integrated set of approaches, attitudes, and practices through which parents guide their children's educational development, including supervision (*pengawasan*), emotional support, discipline application, and autonomy promotion. These patterns operate through multiple channels: supervision ensures task completion, emotional support builds motivational resilience, discipline establishes behavioral structure, and autonomy promotion develops self-regulated learning capacity ([Azizah, Wahyudin, & Suhandini, 2017](#); [Saya, 2020](#)). Cross-national evidence indicates that an authoritative configuration of these channels firm but responsive supervision combined with emotional warmth is the pattern most consistently associated with proactive, self-regulated academic behavior by [Nie, Yan, and Chen \(2022\)](#), while parental involvement and self-regulated learning have been shown to jointly mediate the link between parenting style and academic achievement among early adolescent girls ([Amani, Nazifi, & Sorkhabi, 2020](#)).

The empirical literature on parenting patterns and student achievement is highly consistent in the Indonesian school context. [Bungan and Sumule \(2019\)](#) confirmed that parental support significantly predicts primary school student achievement; [Kurniawan and Wustqa \(2014\)](#) found parental attention

to be the strongest predictor of mathematics achievement among junior high students. [Pratiwi \(2017\)](#) confirmed parental attention as a significant predictor of language achievement among vocational students; and [Saya \(2020\)](#) confirmed that parenting pattern, alongside learning discipline, significantly predicts achievement. Recent Indonesian studies reinforce this pattern: parenting emotional-support quality has been linked to children's motivation to learn, parenting management practices predict students' learning independence, and parenting patterns applied during periods of reduced direct supervision remain significant predictors of learning motivation ([Navida, Fakhriyah, & Kironoratri, 2021](#); [Firdausi, & Ulfa, 2022](#); [Fitri, Masyithoh, & Syarif, 2023](#); [Rozikin, & Solihin, 2025](#); [Suhartono, Marlina, Suwandi, & Permana, 2024](#)). This convergent evidence across grade levels, school types, and subject areas establishes parenting patterns as the most consistently documented individual-level family predictor of student achievement.

2.3 Peer Social Environment and Risk Behaviors

The peer social environment is one of the most potent environmental influences during adolescence. Peer norms, modeling, and social pressure collectively shape students' behavioral orientations toward both academic engagement and risk behaviors, including truancy, substance use, and conduct violations ([Sumara, Humaedi, & Santoso, 2017](#); [Karlina, 2020](#)), consistent with mechanistic accounts of how peer exposure sensitizes adolescents' reward sensitivity to risk-taking behavior ([Zhang & Zhu, 2021](#)). The normative influence mechanism is particularly relevant: students who perceive their peer group as tolerating or encouraging truancy are more likely to engage in truancy themselves, not because they independently desire to skip school but because maintaining social group membership requires behavioral conformity to group norms, a conformity effect confirmed for truancy specifically in recent Indonesian samples ([Sari, Soesilo, & Tagela, 2022](#)).

[Damayanti and Setiawati \(2013\)](#) documented that peer pressure was among the most influential external factors in truancy among private school students in Surabaya, alongside the influence of the surrounding social environment. Family-level parenting deficits compound this peer risk: weak parental monitoring has been linked to higher juvenile delinquency and truancy risk in single-parent households by [Irawan \(2024\)](#), while supportive parenting moderates adolescents' susceptibility to delinquency-oriented peer pressure ([Jannati & Hamandia, 2022](#)). Verbal conduct problems show a similar peer-conformity pattern, with peer influence a significant predictor of adolescent verbal aggression and of parenting-style variation in early childhood socialization more broadly ([Aridhona, Setia, & Aceh, 2022](#); [Sukamto, & Fauziah, 2020](#)). Therefore, understanding the prevalence of peer social pressure for truancy and conduct violations among SMA students in Bandar Lampung is important for designing preventive interventions at the peer group level.

Recent empirical evidence further suggests that peer influence extends beyond direct encouragement of deviant behaviors and operates through everyday social interactions that gradually shape students' academic attitudes, emotional regulation, and decision-making processes. Adolescents frequently adopt behavioral norms, communication styles, and learning habits observed within their peer groups as part of their social identity development. Positive peer relationships characterized by academic support, collaborative learning, and prosocial norms have been associated with greater school engagement, higher academic motivation, and stronger self-regulated learning. Conversely, affiliation with peers who normalize absenteeism, disruptive behavior, or low academic commitment increases students' vulnerability to disengagement and school misconduct through repeated social reinforcement and normative acceptance. Social learning theory explains this mechanism by emphasizing that individuals acquire behaviors through observation, imitation, and reinforcement within their immediate social environment, making peer groups one of the most influential agents of behavioral development during adolescence ([De, Kauffman, & Boruchovitch, 2023](#)). Likewise, longitudinal evidence indicates that supportive school climates and positive peer interactions can buffer the negative effects of environmental risks by strengthening students' sense of belonging, academic commitment, and resilience against external pressures ([Dräger, Klein, Sosu, Knight, & Moulin, 2024](#); [Park, & Kim, 2024](#)). These findings highlight that preventive educational strategies should not only discourage negative peer influence but also actively cultivate positive peer cultures that reinforce constructive learning behaviors and healthy social interactions among secondary school students.

2.4 Socialization as the Linking Mechanism

Socialization theory provides a linking mechanism between the environment and parenting on one hand and student learning behavior on the other. Values, norms, and behavioral orientations are transmitted through socialization processes in family, school, and peer environments, consistent with Bandura social learning account of behavior acquisition through observation and modeling of significant others ([Amsari, Wahyuni, & Fadhilaturrahmi, 2024](#)). This cognitive-social framing has been extended to explain how self-regulatory and external-regulation processes mediate the internalization of behavioral norms across family, school, and peer contexts. When family socialization instills positive educational values that school attendance is important, that academic effort is valued, and that educational achievement is a worthwhile goal students are more likely to maintain these orientations even under social pressure from peers who hold different norms. Conversely, students who have not received consistent educational value socialization from family environments are more susceptible to peer normative influences that may conflict with academic engagement.

Recent studies have further demonstrated that the effectiveness of family socialization depends not only on the transmission of educational values but also on the consistency of parental monitoring and academic involvement throughout adolescence. When parents maintain regular communication about school experiences, monitor learning activities, and establish clear academic expectations, adolescents are more likely to internalize positive learning norms and develop stronger engagement with school. This process reinforces self-regulatory capacities that enable students to resist negative peer influences and maintain adaptive learning behaviors despite external pressures. Conversely, inconsistent parenting practices and weak family guidance reduce students' ability to evaluate competing social norms, increasing their susceptibility to maladaptive peer behaviors. Longitudinal evidence also indicates that academic engagement functions as an important mechanism linking parental involvement to educational achievement, while parental monitoring strengthens prosocial behavior through sustained school engagement. These findings suggest that effective socialization requires continuous collaboration between families and schools to cultivate learning values that remain stable across different social environments ([Hall et al., 2022](#); [Xiong et al., 2021](#); [Li et al., 2025](#)).

2.5 Prior Empirical Studies

Table 1. Summary of Prior Studies

Author(s) & Year	Setting / Population	Method	Key Finding on Environment/Parenting and Student Achievement
Azizah et al. (2017)	Primary school students	Moderation regression	Family parenting pattern and school environment both significantly influence learning achievement; self-regulation moderates these relationships
Bungan & Sumule (2019)	Grade 5 students, SDN 001 Pana, Mamasa Regency	Correlational	Parental support significantly and positively predicts student learning achievement; emotional and academic support from parents are the primary mechanisms

Author(s) & Year	Setting / Population	Method	Key Finding on Environment/Parenting and Student Achievement
Fatmawati (2015)	University students	Multiple regression	Parenting pattern, environment, learning style, and motivation jointly and significantly influence student learning achievement; environment has independent significant effect
Handayani (2019)	Primary school students	Regression	Residential environment and parental parenting style both significantly influence student learning motivation, which in turn predicts academic achievement
Kurniawan & Wustqa (2014)	Junior high school students	Path analysis	Parental attention, learning motivation, and social environment each significantly influence mathematics achievement among SMP students; parental attention has the largest coefficient
Pakiding (2016)	SMK students, Samarinda	Path analysis	Parenting pattern and school environment influence mathematics achievement through learning motivation; indirect effects are significant
Pratiwi (2017)	SMK health students, Tangerang	Multiple regression	Education level, parental attention, and student interest each significantly influence Indonesian language achievement; parental attention significant at $p < .05$
Sahertian (2020)	School students, general	Survey regression	Family environment, social environment, and peer interaction all significantly influence learning outcomes; family environment exerts the strongest individual effect

Author(s) & Year	Setting / Population	Method	Key Finding on Environment/Parenting and Student Achievement
Saya (2020)	School students	Multiple regression	Parenting pattern and learning discipline both significantly and positively influence student learning achievement; joint effect is significant
Wahid et al. (2020)	School students	Descriptive survey	Family environment and school environment both significantly influence student learning achievement; supportive family environment is the primary predictor
Present Study	SMA students in Bandar Lampung: SMAN 2, SMA YP Unila, SMA Printis 2 (n = 25)	Descriptive survey, 8-item questionnaire, Google Form	Descriptive findings: environmental (peer) and parenting factors documented through questionnaire; 60% of students maintain learning participation despite disliked teachers; peer pressure is a significant environmental risk factor for skipping behavior

Table 1 summarizes previous empirical studies examining the influence of environmental and parenting factors on student learning achievement. Overall, the findings consistently indicate that family environment, parenting practices, parental support, and school or social environments positively contribute to students' academic performance, often through mediating factors such as learning motivation, self-regulation, and learning discipline. Compared with previous explanatory studies, the present study adopts a descriptive survey approach to document the environmental (peer) and parenting conditions of senior high school students in Bandar Lampung, providing contextual evidence on how peer pressure and parenting practices are reflected in students' learning behavior.

3. Research Methodology

3.1 Research Design

A descriptive quantitative survey design was employed, which is appropriate for characterizing the distribution of environmental and parenting-related behavioral patterns in a defined student population without testing causal hypotheses ([Sugiyono, 2017](#)). This design choice follows the quantitative survey tradition outlined by [Creswell and Creswell \(2018\)](#), in which descriptive designs are recommended as the appropriate first step for characterizing a population's attitudes, opinions, or self-reported behaviors before advancing to explanatory or correlational designs. The descriptive approach enables documentation of the prevalence and relative importance of different environmental risk factors in the study context, providing the empirical baseline for future analytical research with larger samples.

3.2 Research Setting and Sample

Data were collected from three senior high schools in Bandar Lampung, Lampung Province, Indonesia: SMAN 2 Bandar Lampung, SMA YP UNILA, and SMA Printis 2 Bandar Lampung. These

schools were selected because they represent diverse socioeconomic and geographic catchment areas within Bandar Lampung urban school system. The sample comprised 25 students from grades 10 and 11, selected through purposive sampling with the criterion of active enrollment at the time of data collection. Most respondents were from SMAN 2 Bandar Lampung. The sample size of 25 is acknowledged as a limitation; it enables descriptive characterization but not a multivariate regression analysis.

3.3 Data Collection Instrument

An eight-item questionnaire was developed based on theoretical frameworks of environmental influence on student behavior (Damayanti & Setiawati, 2013; Kartono, 2000) and items from related studies. The items addressed five behavioral domains: school environment (teacher relationship), academic workload response, peer social environment influence (leisure, substance use), parental attention-seeking motivation, and peer behavioral influence on language conduct. Respondents rated each item on a four-point Likert scale: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). A four-point scale was selected to prevent neutral response bias.

3.4 Data Collection Procedure

Questionnaire data were collected using Google Forms, with the link distributed through student networks connected to the target schools. For a subset of respondents, the research team directly supervised the completion of the questionnaire. Prior to data collection, field observations were conducted at locations near the target schools (cafes, game rental establishments, Internet cafes, and roadside stalls) to assess the presence of students outside school during school hours, providing contextual evidence for the truancy risk documented in the questionnaire. All participation was voluntary, and the data were kept confidential.

3.5 Data Analysis

A descriptive analysis was applied, generating frequency counts and percentages for each response option (SS, S, TS, STS) for each of the eight questionnaire items. The items were grouped into five thematic domains for interpretive analysis. The percentage totals of agree-leaning (SS+S) and disagree-leaning (TS+STS) responses were calculated to identify dominant behavioral orientations within each domain. No inferential statistical tests were applied because of sample size constraints.

4. Results and Discussions

4.1 Survey Results by Item

Table 2. Response distribution: Environmental and parenting behavioral items (n = 25)

No.	Statement	SS (%)	S (%)	TS (%)	STS (%)	Dominant Response
1	"I avoid subjects because the teacher is one I dislike."	8	32	36	32	TS = 36% (most avoid avoided)
2	"I try to attend all classes and listen to the material, even if I dislike the teacher."	28	60	0	12	S = 60% (majority persist)
3	"I feel burdened by school tasks and prefer skipping school."	8.3	12.5	41.7	37.5	TS+STS = 79.2% (most reject)
4	"I will skip school if my friends invite me to go out and play."	12	16	20	52	STS = 52% (majority reject)
5	"I prefer to skip school and join friends for smoking/gathering."	4	8	40	48	STS = 48%; TS+STS = 88% (strong rejection)

No.	Statement	SS (%)	S (%)	TS (%)	STS (%)	Dominant Response
6	<i>"I skip school to get attention from my parents."</i>	8	4	36	52	STS = 52%; TS+STS = 88% (parental attention not the driver)
7	<i>"I cannot refuse my partner's invitations to skip school."</i>	16	8	24	52	STS = 52%; TS+STS = 76% (majority reject)
8	<i>"I often speak rudely because my peers frequently do so."</i>	20	40	24	16	SS+S = 60% (peer influence on language is prevalent)

Table 2 presents the descriptive responses regarding environmental and parenting factors influencing students' learning behavior. The findings indicate that most students maintain positive academic attitudes despite unfavorable conditions. A majority reported continuing to attend classes even when they disliked the teacher (60%) and rejected skipping school due to academic workload (79.2%), peer invitations (72%), smoking or socializing with friends (88%), parental attention-seeking (88%), or partner influence (76%). However, peer influence remains evident in students' communication behavior, with 60% acknowledging that they tend to use rude language because their peers do so. Overall, the results suggest that while peer pressure has limited influence on students' decisions to skip school, it exerts a stronger effect on everyday social behavior, highlighting the importance of fostering positive peer environments alongside supportive parenting.

Table 3. Thematic domain summary: Environmental and parenting risk factors

Domain	Items	Agree+Strongly Agree (%)	Key Finding
School Environment (Teacher relationship)	Items 1–2	40% (Item 1) / 88% (Item 2)	Minority avoid subjects due to teacher; majority persists regardless
Academic Burden	Item 3	20.8% agree skipping due to workload	Most students do not use truancy as workload avoidance strategy
Peer Social Environment	Items 4–5	28% (Item 4) / 12% (Item 5)	Strong majority rejects peer-pressured truancy for leisure or smoking
Parental Attention Seeking	Item 6	12% agree truancy for parental attention	Parental attention-seeking is not a prevalent truancy motivation
Romantic Relationship Influence	Item 7	24% admit partner influence	Minority experience romantic partner pressure toward truancy
Peer Language Influence	Item 8	60% report rude language from peers	Peer behavioral influence is the strongest environmental risk factor documented

Table 3 summarizes the descriptive findings across the major domains influencing students' learning behavior. Overall, the results indicate that students demonstrate relatively strong resilience toward negative environmental influences. Most students continue attending classes despite unfavorable teacher relationships (88%) and do not perceive academic workload as a reason for truancy (79.2%)

disagree). Likewise, peer pressure to skip school for leisure or smoking is largely rejected, suggesting that such behaviors are not widely accepted among the respondents. Truancy motivated by parental attention (12%) and romantic partner influence (24%) is also relatively uncommon. Nevertheless, peer influence remains evident in students' daily social behavior, as 60% acknowledged adopting rude language from their peers, making peer behavioral influence the most prominent environmental factor identified in this study.

4.2 Discussion by Thematic Domain

4.2.1 School Environment: Teacher-Student Relationship

Items 1 and 2 assess the influence of the quality of teacher-student relationships on students' behavioral responses in the school environment. Item 1 shows that 40% of students agree or strongly agree that they avoid subjects because of disliked teachers a non-trivial minority suggesting that teacher relationship quality creates behavioral avoidance in a significant proportion of students. However, Item 2 reveals a counterbalancing resilience: 88% of students report persisting in attending all subjects and engaging with material despite disliked teachers, indicating that the majority of students maintain learning engagement even when their relationships with teachers are unsatisfactory.

This finding aligns with expectancy theory applications in educational psychology: students continue to engage with subjects they find relationally unsatisfying because they perceive that course completion serves their broader academic goals ([Damayanti & Setiawati, 2013](#)). It also mirrors international evidence that teacher-student relationship quality shapes both peer relationship functioning and student conduct ([Endedijk et al., 2022](#)), and that a positive school climate reduces absenteeism even when relational friction with individual teachers persists ([Dräger et al., 2024](#)). From an educational administration perspective, the 40% who exhibit avoidance behavior represent a significant at-risk subgroup whose learning engagement is contingent on teacher relationship quality, a finding that supports investment in teacher-student relationship training and classroom climate improvement programs.

4.2.2 Academic Burden and Workload Response

Item 3 examined whether academic workload pressure motivated truancy. A strong majority (79.2%) disagreed or strongly disagreed with the statement that they feel burdened by assignments and prefer to skip, suggesting that academic task overload is not a prevalent truancy motivation in this sample population. This finding is consistent with [Damayanti and Setiawati \(2013\)](#) classification of academic factors as secondary drivers of truancy, relative to social environmental factors. However, the 20.8% who report workload-driven truancy motivation should not be overlooked, as academic stress is documented as a significant contributor to school avoidance when combined with other risk factors by [Kartono \(2000\)](#), and diagnostic assessment of learning difficulties is recommended whenever workload-linked avoidance co-occurs with other behavioral problems ([Sinaga, Boiliu, Zega, & Sapalakkaj, 2023](#)).

4.2.3 Peer Social Environment: Leisure and Substance Influence

Items 4 and 5 assess the influence of the peer social environment through social invitation and substance use scenarios. Item 4 shows that 72% of students disagreed or strongly disagreed with skipping school for social outings with friends, with a clear majority rejecting this peer pressure pathway. Item 5 was even more emphatic: 88% disagreed or strongly disagreed with skipping school to smoke and gather with friends. These findings suggest that, despite the documented normative power of peer pressure by [Sumara, Humaedi, and Santoso \(2017\)](#) and its confirmed association with truancy conformity in comparable Indonesian samples by [Sari, Soesilo, and Tagela \(2022\)](#), most SMA students in this Bandar Lampung sample resisted peer invitations to truancy for leisure and substance use purposes. This pattern is also consistent with family-environment research showing that supportive family conditions can buffer adolescents against risk-behavior-oriented peer environments ([Fredy, Kakupu, & Sormin, 2022](#)).

This finding provides a more nuanced picture than the general peer pressure risk narrative: while peer behavioral influence is significant for language conduct (Item 8), the majority of students resisted

direct peer invitation to truancy for social or substance-related purposes. This distinction is important for intervention design: programs targeting substance use peer pressure may be less urgently needed than programs addressing more subtle peer behavioral modeling.

4.2.4 Parental Attention-Seeking Motivation

Item 6 examined whether parental attention deficits motivated truancy. An overwhelming 88% disagreed or strongly disagreed with skipping school to gain parental attention. This finding suggests that, in this sample, parental attention deprivation was not a prevalent truancy motivation. However, the 12% who report this motivation represent students with a potentially distinct intervention need those for whom truancy communicates family relationship distress rather than representing a straightforward behavioral risk choice [Handayani \(2019\)](#), a distinction also drawn in family-process research linking parental warmth deficits to a narrow subgroup of attention-motivated behavioral problems ([Chung, Phillips, Jensen, & Lanier, 2020](#)). School counselors should be alert to this minority subgroup and assess the quality of family relationships when truancy is observed.

4.2.5 Peer Behavioral Influence on Language Conduct

Item 8, which measures peer influence on language conduct (adopting rude language from the peer environment), produced the most substantial agreement rate in the survey: 60% of students agreed or strongly agreed that they often use rude language because their peers frequently do so. This finding stands in contrast to the strong resistance to peer-pressured truancy documented in Items 4–5, revealing an important distinction: students resist explicit invitations to skip school or use substances but are more susceptible to the gradual normative socialization of behavioral norms, such as language conduct.

This pattern is consistent with the socialization theory's distinction between compliance (explicit behavioral change under direct social pressure) and internalization (gradual adoption of norms through ongoing social exposure) and with the social learning account of behavioral modeling through sustained observation of peers ([Sumara et al., 2017](#)); ([Amsari et al., 2024](#)). Language conduct change occurs through internalization processes that operate more subtly and continuously than explicit peer invitations, making it more difficult for students to consciously resist, a susceptibility pattern also documented for verbal aggression normalized through peer exposure ([Aridhona et al., 2022](#)). For educational institutions, this finding suggests that peer environment normative monitoring addressing the behavioral norms prevalent in student peer groups may be as important as direct truancy prevention programs.

5. Conclusions

5.1 Conclusion

This study conducted a descriptive survey of environmental and parenting-related behavioral patterns among 25 SMA students in three Bandar Lampung senior high schools, examining five thematic domains: Three principal conclusions emerge. First, most students (88%) demonstrate resilient academic engagement, maintaining subject attendance even when teacher relationships are unsatisfactory, indicating that parental socialization of educational values provides a behavioral buffer against fluctuations in the quality of teacher relationships. Second, peer behavioral influence on conduct (language normalization) is the most prevalent environmental risk factor in this sample (60% agreement), operating through gradual normative socialization rather than explicit peer pressure, and therefore requiring different intervention approaches than direct truancy invitations, which are strongly rejected. Third, parental attention-seeking as a truancy motivation and peer-pressured truancy for leisure or substance use were both rejected by strong majorities (72–88%), suggesting that the most acute environmental risks in this population are subtle behavioral modeling effects rather than explicit delinquency encouragement.

The following three practical recommendations are provided for Bandar Lampung school administrators and counselors. First, peer conduct norm monitoring programs addressing the normative language and behavioral standards prevalent in student peer groups should be implemented as a primary environmental intervention. Second, teacher-student relationship development training

should be prioritized to reduce the 40% avoidance rate attributable to teacher relationship quality, particularly given its potential cascading effects on learning achievement. Third, school counselors should assess family relationship quality alongside the peer environment when investigating truancy cases, as the minority who skip school for parental attention represent a distinct family-system intervention need.

5.2 Research Limitations

This study has four limitations. First, the sample size of 25 students limits statistical power; it enables descriptive characterization but not correlation or regression analysis to quantitatively assess environment-parenting-achievement relationships as originally intended. Future research should target $n \geq 100$ to enable multiple linear regression analysis of the effects of environmental and parenting variables on the measured learning achievement outcomes. Second, the study measured behavioral self-reports through questionnaire items, not actual learning achievement outcomes (grades, test scores); linking these behavioral patterns to achievement outcomes requires longitudinal follow-up measurement. Third, the three-school, single-city sample is not representative of Indonesian SMA students broadly; rural, peri-urban, and differently resourced school contexts may show substantially different risk-factor profiles. Fourth, respondents' self-reports on sensitive items (truancy, substance use, rude language) may be affected by social desirability bias, potentially understating agreement with socially undesirable behaviors.

5.3 Suggestions and Directions for Future Research

Future research should address these limitations in three ways. First, a larger-scale quantitative study ($n \geq 200$) should employ validated multiple linear regression analysis to test the direct and indirect effects of measurable environmental quality indices and parenting pattern dimensions on students Grade Point Average (GPA) or national examination scores, which are the outcome variables appropriate to the research question of environment and parenting effects on student achievement. Second, comparative studies across school types (negeri vs. swasta), geographic locations (urban vs. rural), and socioeconomic backgrounds would establish whether the risk factor profile documented here generalizes across the broader Lampung SMA student population. Third, qualitative follow-up research with in-depth interviews with students who report language conduct peer influence would provide a richer understanding of the normalization mechanisms through which peer behavioral norms are internalized, informing more targeted program design for this specific risk pathway.

Acknowledgement

The authors express sincere gratitude to all 25 student respondents from SMAN 2 Bandar Lampung, SMA YP UNILA, and SMA Printis 2 for their willing participation and to the school communities for supporting research access. The authors also thank the Faculty of Social and Political Sciences, Universitas Lampung for their institutional support.

Author Contributions

PNI contributed to the conceptualization of the study, research design, questionnaire development, data collection, data analysis, interpretation of the findings, and preparation of the original manuscript. ARS contributed to the research methodology, data validation, statistical analysis, interpretation of the results, and critical revision of the manuscript. QAZ was responsible for the literature review, theoretical framework development, data interpretation, manuscript editing, and reference management. NCA supervised the research, managed the project, reviewed and edited the manuscript, validated the final version, and approved the manuscript for publication. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

References

- Amani, M., Nazifi, M., & Sorkhabi, N. (2020). Parenting styles and academic achievement of early adolescent girls in Iran: Mediating roles of parent involvement and self-regulated learning. *European Journal of Psychology of Education*, 35(1), 49-72. <https://doi.org/10.1007/s10212-019-00422-y>

- Amsari, D., Wahyuni, E., & Fadhilaturrahmi, F. (2024). The social learning theory Albert Bandura for elementary school students. *Jurnal Basicedu*, 8(2), 1654-1662. <https://doi.org/10.31004/basicedu.v8i2.7247>
- Aridhona, J., Setia, R. D., & Aceh, U. M. (2022). Perilaku agresi verbal pada remaja [Verbal aggression behavior in adolescents]. *Jurnal Ilmu Keluarga dan Konsumsi*, 26(1). <https://doi.org/10.37303/psikovidya.v26i1.196>
- Azizah, F. N., Wahyudin, A., & Suhandini, P. (2017). Peran self regulation dalam memoderasi pengaruh pola asuh keluarga dan lingkungan sekolah terhadap prestasi belajar siswa sekolah dasar [The role of self-regulation in moderating the influence of family parenting and school environment on elementary school student achievement]. *Journal of Primary Education*, 6(1), 65-70.
- Barger, M. M., Moorman, E., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological Bulletin*, 145(9), 855-890. <https://doi.org/10.1037/bul0000201>
- Baron, J. V. (2023). Blackboard system and students' academic performance: An experimental study in the Philippines. *Journal of Social, Humanity, and Education*, 3(3). <https://doi.org/10.35912/jshe.v3i3.1186>
- Boonk, L., Gijsselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10–30. <https://doi.org/10.1016/j.edurev.2018.02.001>
- Bungan, M., & Sumule, L. (2019). *Pengaruh dukungan orang tua terhadap prestasi belajar siswa kelas V di SDN 001 Pana' Kabupaten Mamasa* [Effect of parental support on learning achievement of Grade 5 students at SDN 001 Pana, Mamasa Regency] (Doctoral dissertation).
- Chung, G., Phillips, J., Jensen, T. M., & Lanier, P. (2020). Parental involvement and adolescents' academic achievement: Latent profiles of mother and father warmth as a moderating influence. *Family Process*, 59(3), 772-788. <https://doi.org/10.1111/famp.12450>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.).
- Damayanti, F. A., & Setiawati, D. (2013). Studi tentang perilaku membolos pada siswa SMA swasta di Surabaya [Study on truancy behavior among private high school students in Surabaya]. *Jurnal BK Unesa*, 3, 454–461.
- de la Fuente, J., Kauffman, D. F., & Boruchovitch, E. (2023). Editorial: Past, present and future contributions from the social cognitive theory (Albert Bandura). *Frontiers in Psychology*, 14, 1258249. <https://doi.org/10.3389/fpsyg.2023.1258249>
- De La Fuente, J., Kauffman, D. F., & Boruchovitch, E. (2023). Editorial: Past, present and future contributions from the social cognitive theory (Albert Bandura). *Frontiers in Psychology*, 14, 1258249. <https://doi.org/10.3389/fpsyg.2023.1258249>
- Dewi, M. W. P., Subarno, A., & Rapih, S. (2024). Pengaruh lingkungan keluarga dan lingkungan sekolah terhadap motivasi belajar siswa [Effect of family and school environment on student learning motivation]. *JIKAP: Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 8(3), 225-231. <https://doi.org/10.20961/jikap.v8i3.77504>
- Dräger, J., Klein, M., Sosu, E. M., Knight, C., & Moulin, L. (2024). Trajectories of school absences across compulsory schooling and their impact on children's academic achievement. *PLoS ONE*, 19(8). <https://doi.org/10.1371/journal.pone.0306716>
- Endedijk, H. M., Breeman, L. D., van Lissa, C. J., Hendrickx, M. M. H. G., den Boer, L., & Mainhard, T. (2022). The teacher's invisible hand: A meta-analysis of the relevance of teacher–student relationship quality for peer relationships and the contribution of student behavior. *Review of Educational Research*, 92(3), 370-412. <https://doi.org/10.3102/00346543211051428>
- Fatmawati, E. (2015). Pengaruh pola asuh orang tua, lingkungan, gaya belajar dan motivasi terhadap prestasi belajar mahasiswa [Effect of parenting pattern, environment, learning style, and motivation on student achievement]. *Jurnal Pendidikan Informatika dan Sains*, 4(1).

- Firdausi, R., & Ulfa, N. (2022). Pola asuh orang tua terhadap perkembangan emosional anak di Madrasah Ibtidaiyah Nahdlatul Ulama Bululawang [Parenting patterns and children's emotional development]. *MUBTADI: Jurnal Pendidikan Ibtidaiyah*, 3(2), 133-145. <https://doi.org/10.19105/mubtadi.v3i2.5155>
- Fitri, N. S., Masyithoh, S., & Syarif, U. (2023). Hubungan pola asuh orang tua terhadap motivasi belajar siswa [Relationship between parenting patterns and student learning motivation]. *Jurnal Tadjid*, 7(1). <https://doi.org/10.52266/tadjid.v7i1.1327>
- Fredy, F., Kakupu, A. F., & Sormin, S. A. (2022). Pengaruh lingkungan keluarga terhadap prestasi belajar siswa sekolah dasar [Effect of family environment on elementary student achievement]. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(3), 314-320. <https://doi.org/10.37478/jpm.v3i3.1937>
- Hall, G. J., Garbacz, S. A., Jordan, P., Zahn, M., Smolkowski, K., Stormshak, E. A., & Seeley, J. R. (2022). Examining links between parental monitoring and school engagement among middle school students with and without elevated behavior ratings. *School Psychology*, 37(3), 259-272. <https://doi.org/10.1037/spq0000500>
- Handayani, R. (2019). Pengaruh lingkungan tempat tinggal dan pola asuh orangtua terhadap motivasi belajar siswa sekolah dasar [Effect of residential environment and parenting pattern on elementary school student learning motivation]. *Jurnal Tunas Bangsa*, 6(1), 15-26.
- Irawan, R. (2024). Pola asuh orang tua single parents dalam menanggulangi kenakalan remaja di Kelurahan Karang Maritim Kecamatan Panjang Bandar Lampung [Single-parent parenting in addressing juvenile delinquency]. *Jurnal Syntax Admiration*, 5(4), 1188-1203. <https://doi.org/10.46799/jsa.v5i4.1098>
- Jannati, Z., & Hamandia, M. R. (2022). Pola asuh sebagai moderator layanan bimbingan dan strategi taktis orang tua terhadap pembentukan perilaku etis anak [Parenting as a moderator of guidance services and parental strategy on children's ethical behavior formation]. *Jurnal Hawa: Studi Pengarusutamaan Gender dan Anak*, 4(2), 208-218. <https://doi.org/10.29300/hawapsga.v4i2.4731>
- Karlina, L. (2020). Fenomena terjadinya kenakalan remaja [Phenomenon of juvenile delinquency]. *Edukasi Nonformal*. Retrieved from <https://ummaspul.e-journal.id/JENFOL/article/view/434>
- Kartono, K. (2000). Patologi sosial 2: Kenakalan remaja [Social pathology 2: Juvenile delinquency]. *PT Raja Grafindo Persada*.
- Kurniawan, D., & Wustqa, D. U. (2014). Pengaruh perhatian orangtua, motivasi belajar, dan lingkungan sosial terhadap prestasi belajar matematika siswa SMP [Effect of parental attention, learning motivation, and social environment on SMP student mathematics achievement]. *Jurnal Riset Pendidikan Matematika*, 1(2), 176-187.
- Li, R., Shen, Y., Meng, Z., & Hu, Y. (2025). Longitudinal relationships among child school engagement, parental monitoring, and child prosocial behavior: A child-parent synergistic mechanism. *Journal of Youth and Adolescence*, 54(1), 121-132. <https://doi.org/10.1007/s10964-024-02043-1>
- Masud, N. A., Mensah, J., San, S. S., Subarna, M. T. N., & Hasan, M. (2023). A comprehensive review of international students' perceptions of the learning environment in relation to academic achievement. *Journal of Social, Humanity, and Education*, 3(3). <https://doi.org/10.35912/jshe.v3i3.1434>
- Navida, I., Fakhriyah, F., & Kironoratri, L. (2021). Pola asuh orang tua dalam meningkatkan motivasi belajar siswa di masa pandemi [Parenting patterns in improving student learning motivation during the pandemic]. *Jurnal Ilmiah Bina Edukasi*, 14(1), 11-21. <https://doi.org/10.33557/jedukasi.v14i1.1366>
- Nie, T., Yan, Q., & Chen, Y. (2022). Authoritative parenting style and proactive behaviors: Evidence from China? *Sustainability*, 14(6), 3435. <https://doi.org/10.3390/su14063435>

- Pakiding, S. (2016). Pengaruh pola asuh orang tua dan lingkungan sekolah terhadap hasil belajar matematika melalui motivasi belajar siswa SMK Negeri Kecamatan Samarinda Utara [Effect of parenting pattern and school environment on mathematics learning outcomes through motivation]. *Pendas Mahakam: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 1(2), 237-249.
- Park, G.-R., & Kim, J. (2024). Parental involvement and academic achievement of adolescents: The mediating roles of school adjustment. *School Psychology International*. <https://doi.org/10.1177/01430343231207134>
- Pratiwi, N. K. (2017). Pengaruh tingkat pendidikan, perhatian orang tua, dan minat belajar siswa terhadap prestasi belajar bahasa Indonesia siswa SMK Kesehatan di Kota Tangerang [Effect of education level, parental attention, and student interest on Indonesian language achievement]. *Pujangga: Jurnal Bahasa dan Sastra*, 1(2), 31.
- Roy, S. K. (2023). E-learning portal success in higher education organizations: A multi-group comparison. *Journal of Social, Humanity, and Education*, 3(3). <https://doi.org/10.35912/jshe.v3i3.1294>
- Rozikin, H. K., & Solihin, S. (2025). Pengaruh manajemen pola asuh orang tua terhadap kemandirian belajar siswa kelas VI Madrasah Ibtidaiyah [Effect of parenting management on Grade 6 students' learning independence]. *At Tadbir: Islamic Education Management Journal*, 3(1), 89-97. <https://doi.org/10.54437/attadbir.v3i1.2150>
- Sahertian, P. (2020). Lingkungan keluarga, lingkungan sosial dan pergaulan teman sebaya terhadap hasil belajar [Family environment, social environment, and peer interaction on learning outcomes]. *Jurnal Penelitian dan Pendidikan IPS*, 14(1), 7-14.
- Sari, R. A. W., Soesilo, T. D., & Tagela, U. (2022). Pengaruh pola asuh orang tua terhadap kenakalan remaja siswa kelas IX SMP Islam Sudirman Ambarawa [Effect of parenting patterns on juvenile delinquency among Grade IX students]. *Jurnal Wahana Konseling*, 5(2), 91-102. <https://doi.org/10.31851/juang.v5i2.7887>
- Saya, S. (2020). Pengaruh pola asuh orang tua dan disiplin belajar terhadap prestasi belajar siswa [Effect of parenting pattern and learning discipline on student learning achievement]. *Educouns Journal: Jurnal Pendidikan dan Bimbingan Konseling*, 1(1), 16-21.
- Sinaga, S., Boiliu, F. M., Zega, Y. K., & Sapalakkai, R. S. (2023). Diagnostik kesulitan belajar dan perilaku bermasalah siswa [Diagnostics of learning difficulties and problematic student behavior]. *REAL DIDACHE: Journal of Christian Education*, 3(1), 17-32. <https://doi.org/10.53547/rdj.v3i1.365>
- Sugiyono. (2017). Metode penelitian kuantitatif, kualitatif dan R&D [Quantitative, qualitative and R&D research methods]. *Alfabeta*.
- Suhartono, S., Marlina, M., Suwandi, S., & Permana, D. (2024). Analisis faktor lingkungan keluarga dalam membentuk kemandirian belajar siswa [Analysis of family environment factors in shaping student learning independence]. *Al-I'tibar: Jurnal Pendidikan Islam*, 11(3), 232-241. <https://doi.org/10.30599/jpia.v11i3.3877>
- Sukamto, R. N., & Fauziah, P. (2020). Identifikasi pola asuh di Kota Pontianak [Identification of parenting patterns in Pontianak City]. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 923-930. <https://doi.org/10.31004/obsesi.v5i1.638>
- Sumara, D., Humaedi, S., & Santoso, M. B. (2017). Kenakalan remaja dan penanganannya [Juvenile delinquency and its management]. *Jurnal Penelitian dan PPM*, 4(2), 347-353.
- Suryandari, S. (2020). Pengaruh pola asuh orang tua terhadap kenakalan remaja [Effect of parenting patterns on juvenile delinquency]. *JIPD: Jurnal Inovasi Pendidikan Dasar*, 4(1), 23-29. <https://doi.org/10.36928/jipd.v4i1.313>
- Wahid, F. S., Setiyoko, D. T., Riono, S. B., & Saputra, A. A. (2020). Pengaruh lingkungan keluarga dan lingkungan sekolah terhadap prestasi belajar siswa [Effect of family environment and school environment on student learning achievement]. *Syntax Literate: Jurnal Ilmiah Indonesia*, 5(8), 555.

- Xiong, Y., Qin, X., Wang, Q., & Ren, P. (2021). Parental involvement in adolescents' learning and academic achievement: Cross-lagged effect and mediation of academic engagement. *Journal of Youth and Adolescence*, 50(9), 1811-1823. <https://doi.org/10.1007/s10964-021-01460-w>
- Zhang, W., & Zhu, L. (2021). The influence of peers on adolescents' risk-taking behavior and its mechanism. *Advances in Psychological Science*, 29(8), 1462-1471. <https://doi.org/10.3724/SP.J.1042.2021.01462>