

## The Influence of Peer Group Interaction and Academic Self-Concept on Academic Achievement

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**Abstract.** This investigation addressed the influence of peer acceptance/rejection and academic self-concept on academic achievement. The study involved 138 students from two elementary schools in Sleman, Yogyakarta. The findings showed that there were positive and significant relationships between peer acceptance/rejection, academic self-concept, and academic achievement. Result of step-wise regression analysis showed that peer acceptance/rejection and academic self-concept influenced academic achievement ( $R^2=22.7\%$ ) and peer acceptance/rejection was the main predictor of academic achievement ( $R^2= 16.8\%$ ). Accepted students reached higher academic achievement than rejected students. Furthermore, reading self-concept, as a part of academic self-concept, was significantly related to *Bahasa Indonesia* achievement ( $R = 0.370, p > 0.01$ ), general academic achievement ( $R = 0.337, p > 0.01$ ), and math achievement ( $R = 0.276, p > 0.01$ ).

Keywords: peer acceptance/rejection, academic self-concept, academic achievement

**Abstrak.** Penelitian ini melaporkan pengaruh penerimaan/penolakan sebaya dan konsep-diri akademik terhadap prestasi akademik. Studi ini melibatkan 138 siswa dua sekolah dasar di Sleman, Yogyakarta. Temuan menunjukkan adanya hubungan positif bermakna antara penerimaan/penolakan sebaya, konsep-diri akademik, dan prestasi akademik. Hasil analisis regresi bertahap menunjukkan bahwa penerimaan/penolakan sebaya dan konsep-diri akademik memengaruhi prestasi akademik ( $R^2 = 22.7\%$ ) dan penerimaan/penolakan sebaya merupakan prediktor utama prestasi akademik ( $R^2 = 16.8\%$ ). Siswa yang diterima mencapai prestasi akademik yang lebih tinggi daripada siswa yang ditolak. Selain itu, konsep-diri membaca, sebagai bagian konsep-diri akademik, terkait secara bermakna pada prestasi Bahasa Indonesia ( $R^2 = 0.370, p > 0.01$ ), prestasi akademik umum ( $R = 0.337, p > 0.01$ ), dan prestasi matematik ( $R = 0.276, p > 0.01$ ).

Kata kunci: penerimaan/penolakan sebaya, konsep-diri akademik, prestasi akademik

The purpose of this study is to find out how peer acceptance/rejection and academic self-concept will affect students' academic achievement. Academic achievement problems appear to have lasting effects, such as school dropout and graduation from high school (Finn, Gerber, & Boyd-Zaharias, 2005). Given the pervasive effect of early school achievement difficulties, researchers have tried to identify factors which may impede or foster children's achievement. Much of this research has focused on psychological

mechanism (Kurdek & Sinclair, 2000; Englund, Luckner, Whaley, & Egeland, 2004), family factors (Kurdek & Sinclair; Englund et al.), and classroom climate (Finn et al.) that may contribute to academic achievement. For example, Englund et al. reported that parent-child interaction early in children lives provide a foundation for later educational activities, mother's quality of instructions, parental involvement in school, and parental expectation have an effect on children's achievement in third grade over and above mother's educational level, children's IQ, and children's previous achievement.

Other studies have been found that peer factors (Guay, Boivin, & Hodges, 1999; Kurdek & Sinclair, 2000; Wentzel, 1991) and academic self-concept (Barker, Dowson, & McInerney, n.d; Guay et al.;

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