

ABSTRACT

The Correlation between Perception of Parental Involvement Mechanism and Academic Achievement by Middle Childhood and Early Adolescence

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Abstract

The purpose of this research is to analyze the correlation between academic achievement and perception of parental involvement mechanism (mother and father) and its dimensions by middle childhood and early adolescence. The research involves 150 middle childhoods and 100 early adolescences by implementing quantitative non-experimental method and non-probability sampling with convenience technique. The researched discover that there is a positive and significant correlation between academic achievement and perception of parental involvement mechanism (father and mother). Second result, correlation between academic performance of early adolescence and his or her perception of parental involvement is lower than middle childhood perception. Third result, perception of father involvement by middle childhood has highest correlation score with modeling and reinforcement for early adolescence. Last result, perception of mother involvement by middle childhood has a highest score and significant on instruction but reinforcement for early adolescence. Last on dimension, instruction and reinforcement has the most positive correlation with academic achievement. Middle childhood gender has no influence towards their perception of parental involvement mechanism. In contrary, gender has positive influence for early adolescence.

Keywords: academic achievement, parental involvement, middle childhood, early adolescence