Do peer attachment, perceived school climate, and parental involvement influence self-awareness in students?

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ABSTRACT

This study was aimed at investigating the effect of peer attachment, parental involvement, and perceived school climate on self-awareness in junior high school students in East Martapura, South Kalimantan Province, Indonesia. The quantitative research method through product-moment correlation and multiple linear regression analysis was applied in this study. The sample of the research was the total population of a junior school in East Martapura with a significant number of dropout cases. The subject of this study consisted of male and female students aged 11 to 17 years old with a family background of traders and farmers and a Malay-Bajar Islamic culture. The results of the study showed that there was a significant correlation between peer attachment and parental involvement. In contrast, there was no correlation between both factors and perceived school climate. Furthermore, it was also found that there was a significant positive effect of peer attachment, parental involvement, and perceived school climate on students' self-awareness. The results of this study indicated that to foster students' self-awareness, schools need to establish communication with parents, create a comfortable and effective school climate for teaching and learning processes, as well as facilitate the students develop peer attachment through extracurricular activities. In addition, schools may also take action to implement field-based learning and provide career counseling for students to broaden their insights into alternative self-development besides trading and farming.

Keywords: dropping out of school, peer attachment, parental involvement, perceived school climate, self-awareness

INTRODUCTION

Education is a conscious control process in which behavioral changes are generated in a person through a group. Based on this viewpoint, education is a lifelong process. Education is also an important factor that influences human personalities and serves as a support or criterion for a nation. (Ahmadi, 2004). One of the main issues in education that has been the concern of many people is students who drop out of school. Meanwhile, in Indonesia, there are 223,676 school-age adolescents who drop out of school, or 3.14% of high school students or the equivalent (Kurniady, Setiawati & Nurlatifah, 2017). In South Kalimantan, Indonesia, especially in Banjar Regency, the dropout rate is still high-pitched. The student enrollment rate in Banjar Regency in 2016, based on the education level, has continued to decline. It can be seen from the Pure Participation Rate that is primary school level as much as 98.37%, junior high school level is as much as 67.28%, and senior high school level is as much as 36, 53% (Kabupaten Banjar dalam Angka, 2017).

X junior high school is in the eastern Martapura area, Banjar District, South

Kalimantan, Indonesia. This school has a high dropout rate. Based on the information gained from school staff, there are 2 to 3 students who drop out of school for various reasons such as being asked by their parents to help in trading or farming, not realizing the importance of going to school, and preferring to work or choosing a non-formal religious school (reciting the Qur'an and studying religion) rather than studying general subjects in school. Some students were found showing signs that they are going to drop out of school. The school has not found such alternative solutions to solve the problem. Therefore, further research is needed to investigate the overview of students' self-awareness and the likely influencing factors.

Dropping out of school has become a serious problem that occurs worldwide in adolescents who are currently pursuing education, especially at the junior high school level (Lamb & Markussen, 2010; Fortin, Marcotte, Diallo, Potvin & Royer, 2013). One of the factors contributing to the rise in junior high school dropout rates is students' lack of understanding of the value of education. A state of self-directed attention is referred to as self-awareness. Self-awareness occurs when a person focuses on his own thoughts, feelings, or behavior. (Fenigstein, Scheier & Buss, 1975; Duval, Silvia & Lalwani, 2001). Self-awareness attributed to adults, in general, is prominently needed, particularly the awareness to be actively involved in school activities as well as the continuation of pursuing their formal education (Eisenman, 2007). Adolescents who have good self-awareness realize their duties as students so that they might become better and more productive individuals in society after they graduate (Izzo & Lamb, 2003; Scanlon, Saxon, Cowell, Kenny, Pérez-Gualdrón & Jernigan, 2008; Hui & Tsang, 2012).

The measurement of self-awareness was first applied in the Self-Consciousness Scale developed by Fenigstein, Scheier, and Buss (1975). The Self-Consciousness Scale itself consists of three aspects, namely private self-consciousness, public self-consciousness, and social anxiety. It aims to see individual differences in self-awareness in the private and public contexts. From several measurements of self-awareness, the theory proposed by Fenigstein, Scheier, and Buss is the theory widely used in research on self-awareness in an educational context in which the students as the subject of the research. The three aspects of this theory are viewed to be able to reveal students' self-awareness in pursuing their education.

One of the most significant factors affecting students' self-awareness during their study is peer attachment (Ahn & Lee, 2016; Kim & Jo, 2016; Schoeps, Mónaco, Cotolí & Montoya-Castilla, 2020). Peer attachment is a relationship built with good communication between peers and the belief that others will respect our own needs (Schoeps, Mónaco, Cotolí & Montoya-Castilla, 2020). Peers can be viewed as a center that will function as an aspect of attachment so that adolescents will feel close (Neufeld & Maté, 2004; Byeon, 2018). Peer attachment can also affect individual development through cognitive and social aspects, both positive and negative behaviors (Kim & Jo, 2016).

Further, the development of education and self-awareness depends on the parents, because parents are the basis for the optimal development of children's personalities, whether or not the children are able to realize their strengths and weaknesses also depends on the education of their parents (Gunawan & Wulandari, 2017). The existence of parental involvement will provide clear images of the children's self-awareness (Gunawan & Wulandari, 2017). The involvement of parents will foster children's self-awareness regarding the importance of education, the awareness of abilities, and the awareness of their duties, and it is the parents' responsibility to foster the children's self-awareness to go to school so that they can grow optimally (Epstein, 2010; Rachmah, 2016; Roy & Giraldo-García, 2018; Park, Oh & Lee, 2019).

Moreover, what really needs to be considered in education is knowing how the school climate is. Thus, it can create the expected atmosphere and environment that can help students in their learning processes (Angus & Hughes, 2017). The students' perceived school climate includes assessments and experiences felt by students regarding the atmosphere of the school

community, the atmosphere of learning, the values taught, and the ways how to behave in the school milieu (Fan & Williams, 2018). Therefore, the conditions of the school climate get particular concern because this factor is very close to the daily life of students and is important in forming their self-awareness in pre-adult age (Lázaro-Visa, Palomera, Briones, Fernández-Fuertes & Fernández -Rouco, 2019). The school climate has had implications for making a significant contribution to students' emotional awareness both individually and in groups (Heydemans, 2010; Stalker, Wu, Evans & Smokowski, 2018; Newland, DeCino, Mourlam & Strouse, 2019; Storlie & Toomey, 2020).

Previous studies have shown that peer attachment, parental involvement, and school climate could be the factors that play an important role in the emergence of students' self-awareness to go to school. This study aimed at investigating the interaction of the correlation between the independent variables, namely peer attachment, parental involvement, and perceived school climate as well as the interaction of the three independent variables on self-awareness. The hypotheses in this study are:

H1: Peer attachment and parental involvement are significantly associated with each other.
H2: Perceived school climate and parental involvement are significantly associated with each other.
H3: Peer attachment and perceived school climate are significantly associated with each other.
H4: Peer attachment has a positive effect on self-awareness.
H5: Parental involvement has a positive effect on self-awareness.
H6: Perceived school climate has a positive effect on self-awareness.

METHOD

The subjects of this study were the tenth-grade junior high school students in East Martapura sub-district, Banjar Regency, South Kalimantan, Indonesia, totaling 144 students (either male or female) ranging in the age of 11 – 17 years old. The students involved in this study have a family background with a Malay-Banjar Islamic culture that tends to prioritize religious education over general education and as farmers and traders who are daily busy with farming and trading activities in the market. The total sampling technique was used to choose the sample, considering that complete information was needed to be related to students' self-awareness so that it could be predicted and identified which students have a tendency to drop out of school.

A quantitative method was used in this study and a correlation test was applied as a data analysis technique to investigate the correlation between independent variables. Further, a multiple regression analysis technique was carried out to investigate the effect of the three independent variables, namely peer attachment, parent involvement and perceived school climate on students' self-awareness. Before this study was conducted, the research design and measuring instruments had passed the ethical test at Lambung Mangkurat University, and the researchers also asked permission from the school staff of X junior high school to carry out the research and asked the students' willingness to be involved in this study. The data collection procedure was carried out directly by the researchers by distributing the scale to the students for 3 days, namely the first day for seventh-grade students, the second day for eighth-grade students and the third day for ninth-grade students.

The data collection technique used was the research instruments in the form of a psychological scale, namely Likert scales consisting of a peer attachment scale, a parental involvement scale, and a self-awareness scale comprising four answer options, namely strongly disagree (score 1), disagree (score 2), agree (score 3) and strongly agree (score 4). Meanwhile, the perceived school climate scale used the CSCI (comprehensive school climate center) scale by the NSCC (2015) consisting of five answer options, namely always (score

5), often (score 4), sometimes (score 3), rarely (score 2) and never (score 1). The type of data used in this study was interval data because of being obtained using Likert scales (Wu & Leung, 2017).

The scales in this study were drawn by using several grand theories, e.g. the theory and explanation of peer attachment aspects from Barrocas (2006), namely communication, trust, and alienation; the theory and aspects of parental involvement from Epstein, et al. (2002) describing six types of parental involvement, including parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community; and the theory and aspects of school climate from Cohen (2009) as described by the NSCC (2015), namely awareness, learning strategies, learning activities, evaluation, and interpersonal skills. Further, the researchers also used the theory and aspects of self-awareness from Fenigstein, Scheier, & Buss (1975) consisting of three components of self-awareness, namely private self-consciousness, public self-awareness, and social anxiety.

The item selection process used corrected item-total correlation to select which items meet the quality standards (Azwar, 2015). The item selection and reliability results showed that the r alpha value was above 0.800 for all measuring instruments (table 1).

Table 1. For example the item scale and answer options of research instruments

No	Scale	Cronbach's Alpha	Examples of item scale
1	Self-awareness	.902	18. I look for a solution, so I don't get a low score on subjects I don't like. 24. By attending school, I will be able to make my dreams come true
2	Peer attachment	.880	14. Support from friends makes me feel motivated to learn. 26. I like to make friends with people who give me positive support related to academic stuff.
3	Perceived school climate	.957	6. I feel safe in all places at the school (e.g., classrooms, hallways, cafeterias, toilets, and so on.). 12. The teachers give me many different ways to show them what I know (e.g., projects, exams, colleges, and so on)
4	Parental involvement	.840	3. My parents remind me to keep studying even though there are no assignments or exams. 14. My parents help me with my assignments

FINDING AND DISCUSSION

Finding

Hypothesis testing in this study was conducted using Pearson product-moment correlation analysis to determine the correlation between peer attachment (X1), parental involvement (X2) and perceived school climate (X3). Then, a multiple linear regression analysis was carried out to determine the effect of peer attachment (X1), parental involvement (X2), and perceived school climate (X3) on self-awareness (Y).

The correlation is significant if the significance value is below 0.05 (Sudaryono, 2017). As shown in Table 2, the result of the product-moment correlation shows that peer attachment and parental involvement have a significant correlation with the determinant coefficient (R^2) obtained was .091 or 9.1% (Sig. = .000<.05). On the other hand, there is no significant correlation between peer attachment and perceived school climate (Sig. = .934>.05) and no significant correlation between parental involvement and perceived school climate (Sig. = .181>.05). Nevertheless, parental involvement and perceived school climate have a

correlation of 1.3%, while the contribution of peer attachment and perceived school climate is particularly neglectable at the best with zero value of the determinant coefficient. Those results indicated that there was a significant positive correlation between peer attachment and parental involvement (H1), but there was a less significant correlation between parental involvement and perceived school climate (H2) and no correlation between peer attachment and perceived school climate (H3). The value of the mean and standard deviation of variables is depicted in table 3.

Table 2. The result of Pearson product-moment correlation for each factors

Variables		Peer attachment	Parental involvement	Perceived school climate
Peer Attachment	Pearson Correlation	1	.302**	.007
	Sig. (2-tailed)		.000	.934
	R Square		.091	.000
Parental Involvement	Pearson Correlation	.302**	1	.112
	Sig. (2-tailed)	.000		.181
	R Square	.091		.013
Perceived School Climate	Pearson Correlation	.007	.112	1
	Sig. (2-tailed)	.934	.181	
	R Square	.000	.013	

**. Correlation is significant at the 0.01 level (2-tailed)

Table 3. Correlation matrix and means and standard deviations for each factors

	Variables		
Variables	1	2	3
1. Peer attachment	-		
2. Parental involvement	.302	-	
3. Perceived school climate	.007	.112	-
M	94.13	81.65	225.62
SD	7.888	7.021	25.707

The results of the analysis using multiple regressions as shown in Table 4. Those results indicate that the research hypothesis, namely there is a significant influence of the variable peer attachment (H4), parental involvement (H5), and perceived school climate (H6) on self-awareness was fulfilled.

Table 4. The result of multiple linear regression analysis

		Unstandardized coefficients		Standardized coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	17.624	11.622		1.810	.073
	Peer Attachment	.271	.093	.066	2.914	.004
	Parental Involvement	.285	.105	.360	3.282	.001
	Perceived School Climate	.119	.027	.144	4.652	.000

a. Dependent Variable: Self Awareness

Table 5. The result of f-test

Model	Sum of squares	df	Mean square	F	Significance
Regression	3779.172	3	1259.724	21.401	.000
Residual	8240.828	140	58.863		
Total	12020.000	143			

A partial t-test was conducted to test the hypotheses. As with product moment correlation above, the hypothesis is accepted if the significance value is less than the

probability 0.05 or if t obtained is greater than t table and the hypothesis is rejected if the significance value is greater than the probability 0.05 or if t obtained is smaller than t table (Sudaryono, 2017). In this study, table t gained was 1.97705 (df = 140). All variables show that t obtained is greater than table t (peer attachment: 2.914 > 1.97705; parental involvement: 3.282 > 1.97705; perceived school climate: 4.652 > 1.97705) and the significance value is less than 0.05. These results indicate that the hypothesis that there is a significant influence of peer attachment (H4), parental involvement (H5) and perceived school climate (H6) on self-awareness is fulfilled.

Based on the results of the analysis shown in Table 5, it is found that the constant value is positive. It indicates that peer attachment, parental involvement and the perceived school climate are correlated. The peer attachment coefficient value of 0.271 is positive, meaning that if the peer attachment score increases by 1 point, the self-awareness score will increase by 0.271 points. The coefficient value of parental involvement of 0.285 is positive, meaning that if the score for parental involvement increases by 1 point, the self-awareness score will increase by 0.285 points. The value of the perceived school climate coefficient of 0.119 is positive, meaning that if the perceived school climate score increases by 1 point, the self-awareness score will increase by 0.119 points.

Based on the test results in Table 5, it is known that the independent variables have an influence on students' self-awareness with a significance F obtained of 21.401 and have a significance level of 0.000 which is smaller than 0.05. It shows that the independent variables affected students' self-awareness.

Table 6. The result of the determinant test (R^2) from each factor to self-awareness

Variables	Model summary	
	R	R Square
Peer Attachment	.396	.157
Parental Involvement	.176	.031
Perceived School Climate	.185	.034
	.561	.314

The result of the determinant test above (table 6) shows that the value of the determinant coefficient (R^2) obtained is 0.314 or 31.4%. It shows that 31.4% of self-awareness is influenced by the variables of peer attachment, parental involvement and perceived school climate. Meanwhile, the remaining 68.6% is influenced by other variables. While the determinant coefficient (R^2) value of peer attachment is 0.157 or 15.7%, parental involvement is 0.031 or 3.1% and the perceived school climate is 0.034% or 3.4%. The relationship interaction between variables studied, namely peer attachment (X1), parental involvement (X2), perceived school climate (X3) as the independent variables and self-awareness (Y) as the dependent variable, is described in Figure 1 below.

Discussion

The results revealed that peer attachment and parental involvement were significantly associated (r = .302). It is in accordance with several previous studies (Ogunboyede & Agokei, 2016; Lisinskiene & Juskeliene, 2019; Lim, 2020). Students with active and constructive involvement by their parents on their studies were found to be able to maintain positive social relationship with their peers at school. It indicates that the students with positive parental involvement will be easier to develop relationship with fellow students in school setting.

However, there was no significant correlation between peer attachment and perceived school climate and between parental involvement and perceived school climate. The correlation between peer attachment and perceived school climate in this study was particularly neglectable (r = .007). It is in opposite with several similar previous studies (Acosta, Chinman, Ebener, Malone, Phillips & Wilks, 2019; Vidourek & King, 2019). Greater peer attachment among the

students is supposed to be resulted from the positive evaluation of their school climate and in return, it indicates a succesful transmission of values from the school to the students. In this study, however, there was no correlation between peer attachment among the students and the transmission of school values and norms at this study population.
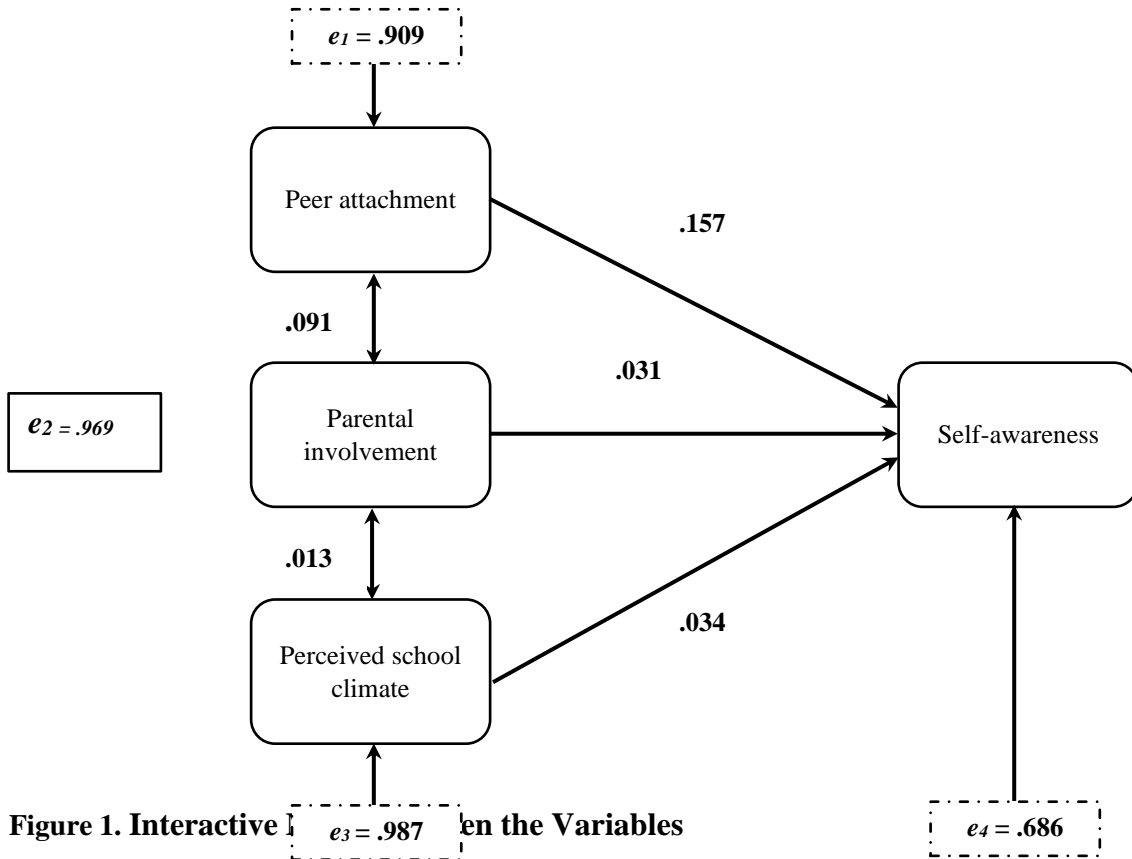

Figure 1. Interactive [...] en the Variables

On the other hand, there was a less significant correlation between parental involvement and perceived school climate (r = .112). It is similar to several previous studies (Fortin, Marcotte, Diallo, Potvin & Royer, 2013; O'Malley, Voight, Renshaw & Eklund, 2015; Caridade, Sousa & Pimenta Dinis, 2020). Parental involvement in their children's learning processes can be helpful in promoting the school climate. In return, the school climate experienced by the students can serve as a protective factor for them because of lower parental involvement during students' learning processes at home. Therefore, although the hypothesis was rejected, the result of this study might be able to simulate a similar positive association between two factors in the previous studies.

The results also revealed that peer attachment, parental involvement and perceived school climate had an influence on students' self-awareness. It is in line with several previous studies conducted (Owens & Prout, 2012; Ahn & Lee, 2016; Kim & Jo, 2016; Pantiwati, 2017; Fan & Williams, 2018). These three variables were found to have a positive influence on self-awareness in learning processes at school.

The effect of peer attachment on self-awareness in this study was found to be 27.1%. This is in line with similar findings mentioning that peer attachment might help students learn to recognize their own emotions and others which are useful in the process of self-recognition (Gemeay, Ahmed, Ahmad & Al-Mahmoud, 2015; Ahn & Lee, 2016; Kim & Jo, 2016; Pantiwati, 2017). Well-created peer attachment will build students' self-awareness regarding the importance of education in their life (Gemeay, Ahmed, Ahmad & Al-Mahmoud, 2015; Pantiwati, 2017).

Retrospectively, this result contradicts several findings stating that peer attachment is considered to hinder or have no effect on the process of forming a student's self-awareness (Sahdra, Ciarrochi, Parker, Marshall & Heaven, 2015; Shirley, 2017).

Both peer attachment and self-awareness are two long-term protective factors needed by adolescents because they might reduce negative social conditions experienced either at home or at school (Ju & Lee, 2018). Peer attachment support students to be socially sensitive and aware of their role (Febriyani, Darsono & Sudarmanto, 2014; Gemeay, Ahmed, Ahmad & Al-Mahmoud, 2015). This awareness emerges because friendships at school provide new information and social support from peers by interacting intensely (Febriyani, Darsono & Sudarmanto, 2014; Pantiwati, 2017).

The presence of positive support from peers will help children to feel confident and appreciated so that it fosters self-understanding and independence in the academic process (Ahn & Lee, 2016; Kim & Jo, 2016). Individuals who show attachment in insecure friendships are found to have low psychological mindedness, which means an inability to be introspective and reflect on the feelings they feel for themselves and others (Owens & Prout, 2012). Healthy attachment is indicated by the existence of relationships built with good communication between peers and the belief that others will respect our needs (Byeon, 2018; Schoeps, Mónaco, Cotolí & Montoya-Castilla, 2020). To engage in healthy attachment with peers, individuals need high self-awareness in controlling aggressive behaviors that might interfere their interactions at school. A positive form of peer attachment shows that individuals have high self-awareness, so they can empathize and understand their friends (Kim & Jo, 2016).

The effect of parental involvement on self-awareness in this study was found to be 28.5%. It is in line with several similar findings stating that the presence of parents might help students to realize their potential and learning objectives in school (Emerson, Fear, Fox, & Sanders, 2012; Kocayörük, Altıntas & İçbay, 2015; Makewa & Ngila, 2015; Roy & Giraldo. -García, 2018; Park, Oh & Lee, 2019). Positive parental involvement in their children's learning process has been found to be strongly associated with the increasing self-awareness of adolescent students (Park, Oh & Lee, 2019). The involvement of parents in their children's education has a positive impact, such as improving class and test scores, reducing dropout rates, reducing student absenteeism, improving behavior, making students adapt well in school, and instilling the awareness of the importance of education for students (Emerson, Fear, Fox, & Sanders, 2012).

Parents and families are the first environments that shape children's personality and behavior, including educational development, children's self-awareness and the development of their emotional intelligence (Makewa & Ngila, 2015; Garcia, 2017). Parents have a responsibility to foster students' self-awareness to go to school so that they can grow optimally (Makewa & Ngila, 2015). Parenting patterns are one of the indicators of parental involvement which has a considerable influence on students' self-awareness (Heydeman, 2016; Roy & Giraldo-García, 2018). Parenting is an environmental factor playing the most important role in children's development, psychosocial and personality, including self-awareness (Heydemans, 2016).

Positive parental involvement includes providing support from parents to students, good contact between parents and students and parental activeness in the student's academic process (Lowe & Dotterer, 2018). Support and family involvement are very important in improving students' socio-emotional abilities in learning processes because these abilities require guidance from the parents involved (Roy & Giraldo-García, 2018). The students who were supervised or monitored by their parents are found to have better academic achievement, in the form of higher learning scores, which was resulted by the students' intrinsic motivation (Roy & Giraldo-García, 2018). Parental involvement fosters children's self-awareness regarding the importance of education, the awareness of their abilities, and the awareness of their duties (Makewa & Ngila, 2015).

The influence of perceived school climate on self-awareness in this study was found to be 11.9%. This result is in line with previous findings stating that students' positive perceptions of their school climate might support them to form their self-awareness in the academic process they

live in and the future goals they want to achieve from their education (McGiboney, 2016; Angus & Hughes, 2017; Stalker et al., 2018; Storlie & Toomey, 2020). Students' perceptions provide insight into students' psychological experiences and beliefs that affect how students respond to their school milieu (Shaff et al., 2018). A positive perceived school climate is indicated by the existence of support from peers and teachers, student involvement in learning processes and feelings of security from clear and consistent school rules (Acosta et al., 2019). A positive school climate is associated with teachers' acceptance of the student's emotional state, focusing on task completion, academic goals, and positive relationships (McGiboney, 2016; Newland et al., 2019). It is in line with one of the school climate dimensions that is one of the dimensions of teaching and learning, namely the principals and teachers should be able to try to clearly define norms, goals and values forming the teaching and learning environment (Cohen, 2009).

The existence of a sense of security felt in the school climate was found to be associated with increased self-awareness of adolescent students, which is also associated with increased student involvement in school, either cognitively, emotionally or behaviorally. A school climate considered safe, without discrimination based on race or culture and which is supportive in nature might increase students' trust and confidence in themselves (Storlie & Toomey, 2020). The school climate felt by individuals will emerge social support from peers and teachers that can strengthen personal resources that individuals have already had. These personal resources will help individuals develop their emotional abilities, both in recognizing their own feelings and those of others (Lázaro-Visa et al., 2019).

Based on the results of this study, the effective contribution of the influence of peer attachment, parental involvement and perceived school climate on self-awareness was 31.4%. The positive influence of those three variables indicates that there is an implication of the role of external factors from those around them in developing individual self-awareness. It is in line with several similar studies pointing out that individuals need external support gained by the individuals for form self-awareness (Ahn & Lee, 2016; Männikkö et al., 2017; Stallman et al., 2018; Alaydrus & Hamid, 2019; Tentama, 2019).

The support of others, in the form of emotional, informational and instrumental support, is a common protective factor for students in their academic process (Andalibi, Ozturk & Forte, 2017). Even though students have intrinsic motivation in continuing their education process, students still need the support and assistance of others to be successful (Alaydrus & Hamid, 2019). Support from others encourages the emerging consciousness and awareness in learning that is by providing knowledge about future careers and forming student identities before they become adults (Tentama, 2019).

The implication in this study shows that students still need support and intervention from outside themselves to be independent or maintain their independence. Students still need support and assistance from outside themselves in the process of becoming independent individuals before and during their productive age. The dynamics are in accordance with several studies showing a need for students to balance dependence and independence on others in their transition to maturity (Garber & Little, 2001; Hannigan et al., 2017; Ayllón et al., 2019). Even though adolescents should learn to develop their independence in their current developmental period, the need for connectedness and interdependence is still so significant and influences the success of their development (Spear & Kulbok, 2004).

The process of forming self-awareness in students is a complex model that does not occur internally and shows the involvement of significant external factors. The contribution of other factors based on the results of this study was 68.6%. The other external factors that might affect students' self-awareness include independent learning (Lejeune et al., 2018), social identity (Spears, 2017), cultural background and values (Rosen, McCall & Goodkind, 2017) and communal values (Bromfield & Capous-Desyllas, 2017). The internal factors in individuals include personal values (Bromfield & Capous-Desyllas, 2017), intrinsic motivation (Hassan & Al-Jubari, 2016), life satisfaction (Khaleghinezhad, et al., 2016), learning discipline (Gregory & Fergus, 2017), and consistency of preferences and behaviors (Weisskirch, 2018). This implication

can be a recommendation for future researchers in designing models of self-awareness formation in students at schools.

The consequence of this study is the need for an active role of teachers, school principals and parents in increasing students' self-awareness at school. It could be done through interventions on students' peer socialization at school, parental involvement in learning processes at home and improving the quality of the school climate (Epstein, 2010; Shaff et al., 2018; Stalker, Wu et al., 2018; Babarović et al., 2020). Supports from all parties are important for students to be independent in their current development period (Ayllón et al., 2019).

Taking the case in Kalimantan, Indonesia, Education in inland towns in South Kalimantan, such as Martapura, Amuntai and Kandangan, is likely to be dominated by Islamic boarding schools (Hawkins, 2000; Chalmers, 2007) and Banjar people who live in the inland region also do not consider that a high school or university diploma is important because being a trader as an adult is much more important than going to higher education (Istiqomah & Setyobudihono, 2014; Hadi, 2015). Even though the case is very general in the region, the high numbers of dropouts in the research population could be solved by involving certain interventions from the teachers and school management. Local people tend to be farmers, traders, or entrepreneurs from generation to generation. It makes them feel that continuing their children's education to a higher level is not needed. In addition, the strong paradigm of non-formal religious education such as reciting the Qur'an and studying religion provides an assumption that formal education in public schools is not important. Therefore, interventions from teachers, schools, and local government are needed to change the parent's perspective. Schools could interact and communicate with parents and also provide education to students and parents so that they could slowly change their perspectives on the importance of formal education. In this case, parents need to be actively involved to support their children's awareness to go to school and continue their education (Ayllón et al., 2019; Caridade et al., 2020)

Further, schools need to create a comfortable and effective school environment for learning processes so that the students are interested and comfortable during the teaching and learning processes. Schools might facilitate students through extracurricular activities so that they could interact and develop positive peer attachment among students (Oldfield, Humphrey & Hebron, 2016; Sanyal et al., 2017)). Learning models by implementing field-based learning practices could also make the students more active and challenged to learn the school subjects. Schools might conduct study visits to workplaces such as companies or certain institutions to broaden the students' knowledge of alternative self-development and careers that can be done after graduating (Bergsteiner & Avery, 2008; Behrendt & Franklin, 2014; Seifan et al., 2020). This could be done to provide students with broader insight regarding career options besides being a farmer or trader. Career counseling can also be carried out by schools to support students' self-development, especially in increasing students' self-awareness, increasing students' achievement, and making the students more motivated to go to school so that they can achieve better careers in the future (Astuti, 2015; Amoah et al., 2015; Ardiansyah, 2018; Suryadi et al., 2020).

CONCLUSION

Based on the above results and discussion, it could be concluded that peer attachment, parental involvement, and perceived school climate had a positive influence on students' self-awareness in the academic processes they carried out. Those three variables belong to external variables that emerge outside the students. The data obtained in this study and from previous studies indicated that there were important implications of external factors in forming and emerging students' self-awareness that might indirectly prevent dropouts.

The policy suggestion obtained from the results of this study is the importance of psychological support programs for students who are prone to dropping out of school. The support programs may involve government, schools, and non-governmental organizations focusing on

education. Training targeting parents could also be an important intervention given parents' significant role in students' academic awareness outside of school.

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