

Achievement Goal Viewed from Parental Involvement

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ABSTRACT

Parent involvement is a concept which includes children's education. Research and theories suggest that parent involvement can predict children's achievement goal. The aims of this research is to know whether parent involvement can predict the children's achievement goal. Yogyakarta high-school students (185 males and 379 females) were selected to fill in two questionnaires which assessed both their perceptions of parent involvement and the students' achievement goals. SEM analyses showed that the model was fit to explain the correlation between parent involvement and achievement goal. Results of this study revealed that parent involvement is a predictor of students' achievement goals. Parent involvement had an indirect effect on mastery goals and performance goals also in approach and avoidance. Parent involvements' effect on performance is higher than the effect on mastery. Parent involvements' effect on approach is higher than the effect on avoidance. Implications of these findings for students' achievement goal and academic achievement are discussed.

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1. Introduction

Public awareness about the achievements that have been seen in behavior makes the discussion of achievements is not too important to be discussed. The goal of achievement, the more basic thing, has not been given much attention in the community (Dweck & Leggett, 1988) states that one's achievement goals are a representation of one's goals to bring behavior towards achievement. Each achievement goal will show a different achievement behavior. Therefore this achievement goal needs to be directed in place in order to achieve the desired and expected achievements. This reason makes the discussion of the goal of achievement becomes more important so as not to be wrong in directing the student achievement goals.

Achievement goals were initially divided into two, namely learning and performance goals (Dweck & Leggett, 1988), mastery and performance goals (Ames & Archer, 1988, Ames, 1992), task-involvement and ego-involvement goals (Elliot, 2005). Elliot (2005) found a concept of motivational differences that had previously been ignored. This difference is based on how the achievement goals were validated, namely the approach and avoidance that had been coined by (Lewin, K., Dembo, T., Festinger, L., & Sears, 1944). Both of these differences were then used by Elliot to explain the performance goals. The results of his research are the emergence of two forms of performance, namely approach performance and avoidance performance. This result is then called the trichotomy of achieving goals; mastery, performance approach, and performance avoidance (Elliot & Church, 1997; Rawsthorne & Elliot, 1999; Elliot, 1994 in Elliot, 2005).

Elliot & McGregor, (2001) revised trichotomy of achievement goals into 2x2 achievement goals which divided achievement goals into four types, namely mastery approach, mastery avoidance, performance approach, and performance avoidance. Mastery approach is the achievement goal that is more focused on achieving task completion or achieving/developing intrapersonal competencies/abilities, mastery avoidance, which is the achievement goal that is focused on avoiding failure/ error of tasks or avoiding intrapersonal disabilities, performance approach namely achieving achievement goals

that focus on achieving normative competence, and Performance avoidance, which is an achievement goal that focuses on incompetence/normative failure.

Many factors affect the achievement goals. There have been many studies about what can predict the goal of achievement. Individual internal factors that can predict the achievement goals are self-efficacy (Magno & Lajom, 2008); (Lazarides et al., 2017), self-regulation (Magno & Lajom, 2008), interests (Harackiewicz et al., 2008), and birth order (Carette et al., 2011). Other studies also mention there are external factors. Achievement goals are products of social contexts (Darnon et al., 2012). The social context can be in the form of a classroom or school environment (Ames & Archer, 1988; Ames, 1992; Church et al., 2001), family (Urđan, T., Solek, M., & Schoenfelder, 2007), parenting parents (Hoang, 2007; Gonzalez et al., 2002; Gonzalez & Wolters, 2006), and parental involvement (Abd-El-Fattah & Abdulrahman Fakhroo, 2006; Régner, I., Loose, F., & Dumas, 2009; Gonida & Cortina, 2014).

The social context according to Dewantara (2004) consists of three educational centers, namely family, school, and community. The most important center according to Dewantara is the family center because the family influences human character. The influence of the family on manners is supported by a sense of love, a sense of unity and other feelings and the state of the soul which in general is very beneficial for ongoing education, especially character education. Character character/character character in the concept of Ki Hajar Dewantara is the unity of movement of mind, feeling, and will or will (copyright-sense-intention) which then gives rise to energy. The product of manners is that humans stand as independent (personal) people who can govern or control themselves (independently). Based on this explanation of manners, the concept of motivation and achievement goals can be included in the concept of manners Ki Hajar Dewantara. Among the existing social contexts, the most influential on character (including the goal of achievement) is the family.

Another reason for the importance of the family being the center of education is that education is first the nature of education from parents who act as teachers (instructors), instructors, and examples. Second, if there are more than two children, there will be mutual education between children in the family. This can also be said of social education. The family becomes a miniature of a small society, especially in a rather large family. Third, children can also educate themselves based on the events they experience which then gives rise to an education of themselves (Dewantara, 2004). The concept of Epstein, (2002) about parental involvement is also in line with Dewantara. That includes parenting, communication, volunteering, learning at home, decision making and policy as well as collaboration with the community.

Parental involvement in educating children has a relationship with the goal of achievement (Abd-El-Fattah & Abdulrahman Fakhroo, 2006; Régner, I., Loose, F., & Dumas, 2009; Gonida & Cortina, 2014). In the school context, the classroom environment or system within the school is able to direct students' achievement goals in the form of mastery goals or performance goals (Ames & Archer, 1988; Ames, 1992; Church et al., 2001). In the family context, there are roles that they play such as the role of obedient children, the role of siblings, perceptions of expectations of social and economic progress (Urđan, T., Solek, M., & Schoenfelder, 2007)

The condition of the people of Indonesia shows that the achievement goals are performance goals. This can be seen in the orientation of people's mindset about school or college. Most of the questions that arise in the discussion when you finish the exam are registering with a favorite school or not. Similarly, when you want to enter the lecture or department level, the discussion that arises is the orientation of work after graduation, not to become an expert in a particular field. The question of parents when the distribution of report cards also shows the performance goals, which is more asking how the child gets ranked, rarely asks how the students learn in school, whether during the exam the child cheats or not. This is also evident in tutoring or tutoring institutions / institutions. Promotion from tutoring institutions is mostly a guarantee of passing the national exam or college entrance exam. The author has not found a tutoring institution that promises its tutors to become experts in a field, such as becoming a mathematician, physicist, geographer, basic accounting expert, or the like.

Student behavior that appears in learning also shows a performance goal. The strategy of learning questions is preferred by most students rather than understanding the material and calculation concepts or formulas. Almost all national examinations from elementary to high school level are done by cheating. Various methods are used to get high grades in order to graduate and get into your favorite school or university. A child and parent will feel proud when gathering with a large family or when meeting acquaintances and parents can tell their child's achievements, not the child's process of achieving those achievements.

This study wants to find out the role of the family in its involvement in educating children towards the achievement goals of students. Achievement goals, which determine student behavior in achieving achievement, need to be well directed by parents. The hypothesis in this study is that parental

involvement is able to direct students' achievement goals. If the hypothesis is proven, the results of this study can be used as a foundation for parents to realize that their role is able to direct the students' achievement goals.

2. Methods

The variables in this study are the dependent and independent variables. The dependent variable is the student achievement goals which consist of mastery approach, mastery avoidance, performance approach, and avoidance performance. The independent variable is parental involvement.

The population in this study were Yogyakarta high school students. The sample in this study amounted to 564 students. Sampling was carried out in two classes from each of the Yogyakarta Public High Schools in addition to the Yogyakarta State High School 4. Some schools use a manual scale and some others use an online scale using the Google form.

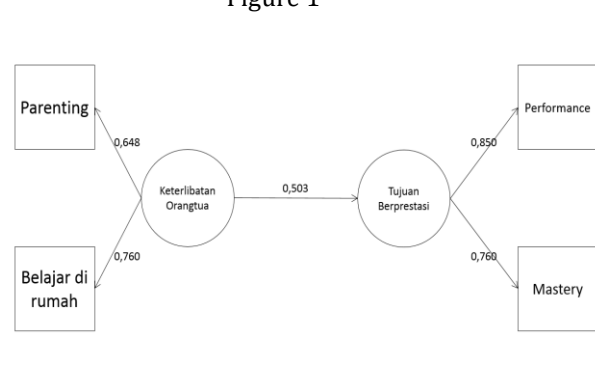
Achievement goals are measured using a 2 x 2 achievement goal scale (Elliot & McGregor, 2001) which has been adapted in Indonesian (Effendi, 2014). Parental involvement is measured using a parental involvement scale which refers to the framework of the Epstein concept (Siregar, 2014). Each scale was prepared using a Likert scale with seven alternative answers, namely Very Appropriate (SS), Appropriate (S), Somewhat Appropriate (US), Neutral (N), Less Conforming (KS), Unsuitable (TS), and Very Unsuitable (STS). The analytical method used is SEM analysis. SEM analysis is performed to find a model that can explain the overall relationship between the existing variables. Analysis was performed with the help of the IBM SPSS 21.00 application for Windows and Mplus 7.00.

3. Findings and Discussion

Empirical data results show that the average performance is 67.7. This mean is higher than the hypothetical mean ($X = 67.7 > \mu = 48$). Likewise the parental involvement variable also has a higher average than the hypothetical mean ($X = 118.52 > \mu = 112$). This shows that both the achievement variable and the parent involvement variable in the research subjects are quite high. Achievement goal variable scores have a normal distribution with a K-SZ value = 1.565 with a significance level of 0.15. Whereas the score of parental involvement variable has normal distribution with K-SZ value = 0.994 and significance level $p = 0.276$.

The results of the hypothesis test carried out, linking aspects of parenting and learning at home with the four 2x2 achievement goals, showed data that did not meet the model fit requirements. Then the model is modified to find a fit model. The result of a fit model is the latent variable of parental involvement explained by parenting and home study predicting the latent variable of achievement goals that is explained by performance and mastery factors (See Figure 1).

Figure 1



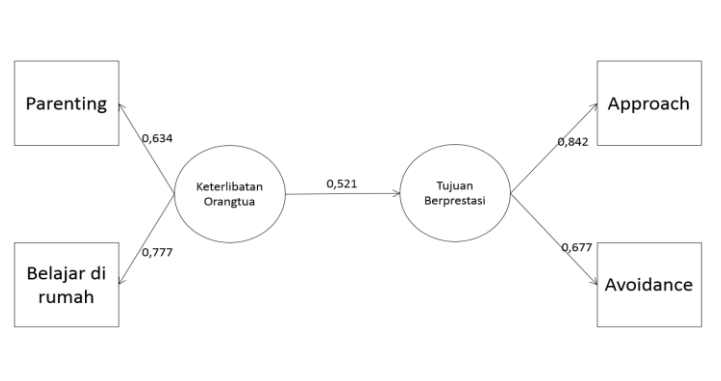
Performance variable in Figure 1 is a combination of performance approach and performance avoidance factors while mastery variables are a combination of mastery approach and mastery avoidance factors. Performance variable has a coefficient of 0.850 to the latent variable of achievement goals. The mastery variable has a coefficient of 0.760 against the latent variable of achievement goals. It can be concluded that the achievement goals can be well explained by the performance and mastery variables.

In the latent variable parental involvement, the parenting variable has a coefficient of 0.648 and home study of 0.760. It can be concluded that the latent variable of parental involvement can be well explained by parenting and learning at home. Furthermore, the direct influence between parental

involvement and achievement goals shows 0.503. This coefficient shows that parental involvement can predict students' partying goals. All statistical results of direct relationships show significant results ($p < 0.05$).

Another model that also meets the model fit requirements and is analyzed in research is the latent variable of parental involvement explained by parenting and home study predicting the latent variable of achievement goals that is explained by approach and avoidance factors (see Figure 2).

Figure 2



The approach variable in Figure 2 is a combination of performance approach and mastery approach factors while the avoidance variable is a combination of performance avoidance and mastery avoidance factors. The approach variable has a coefficient of 0.842 to the latent variable of achievement goals. The avoidance variable has a coefficient of 0.677 against the latent variable of achievement goals. It can be concluded that the achievement goals can be explained well by the approach and avoidance variables. In the latent variable of parental involvement, the parenting variable has a coefficient of 0.634 and home study of 0.777. It can be concluded that the latent variable of parental involvement can be well explained by parenting and learning at home. Furthermore, the direct influence between parental involvement and achievement goals shows 0.521. This coefficient shows that parental involvement can predict students' partying goals. All statistical results of direct relationships show significant results ($p < 0.05$).

Indirect effects can be seen between parental involvement with performance and mastery. The indirect effect between parental involvement on performance shows a coefficient of 0.427. Then the indirect effect between parental involvement on mastery shows a coefficient of 0.382. Both were statistically significant ($p < 0.05$). The indirect effect between parental involvement on performance has a higher value than the effect on mastery.

Indirect effects can also be seen between parental involvement with approach and avoidance. The indirect effect between parental involvement and approach shows a coefficient of 0.438. Then the indirect effect between parental involvement and avoidance shows a coefficient of 0.352. Both were statistically significant ($p < 0.05$). The indirect effect between parental involvement on the approach has a higher value than the effect on avoidance.

Analysis conducted using SEM can only give good results on the division of achievement goals into two, namely performance and mastery or approach and avoidance. This shows that in Indonesia the classification of achievement goals has not been or cannot be made into a detailed model of 2 x 2 achievement goals (Elliot & McGregor, 2001) or 3 x 2 achievement goals (Murayam & Pekrun, 2011). The variable parental involvement in this study is also still general or not as detailed and specific as previous studies. Parental involvement is only explained by parenting and learning at home, while previous studies have discussed more specifically parenting parenting in the form of authoritative and autotarian (Gonzalez et al., 2002; Gonzalez & Wolters, 2006; Hoang, 2007), birth order (Carette et al., 2011), and the process of parental socialization (Elliot & McGregor, 2001)

The indirect effect between parental involvement can predict positively on both achievement goals (mastery and performance). The indirect effect of parental involvement on performance has a greater value than the indirect effect on mastery. The impact of student achievement goals in the form of performance goals is a negative attitude and perception of one's own abilities (Ames & Archer, 1988). These negative attitudes and perceptions of self-ability can be behaviors such as not wanting to study diligently, choosing strategies to study questions rather than understanding concepts of theory or formulas, cheating on exams, and feeling proud when praised by parents or others even though they do not master the material. In addition, Elliot (2005) states that performance goals sometimes have negative

consequences, sometimes they have no consequences, sometimes they also have positive consequences. No one can guarantee whether the tendency of students who have performance goals in this study leads to positive consequences, while the behavior that appears is negative as already stated.

Parental involvement can also predict positively the student achievement goals both approach and avoidance. The amount of indirect effect between parental involvement on the approach has a greater value than the indirect effect on avoidance.

The results of the study as a whole explain that parental involvement can predict positively the student achievement goals in the form of performance or mastery as well as approach or avoidance. That is, if we compare it with previous studies, parental involvement has a great influence and can direct the achievement goals. This is supported by a comparison between empirical and hypothetical data both on the scale of parental involvement and achievement goals. The empirical rate of parental involvement is higher than the hypothetical mean. The empirical average of achievement goals is also higher than the hypothetical mean.

4. Conclusion

Parental involvement is able to predict goals for achievement. The indirect effect between parental involvement shows that the influence of parental involvement tends to direct student achievement goals in the form of performance goals and approaches, not mastery goals and avoidance. The results of the study showed that the achievement goals of students from Yogyakarta N High School could only give good results with the theory of the dichotomy of performance and mastery (Dweck & Leggett, 1988; Ames & Archer, 1988; Ames, 1992; Elliot, 2005; Veiga, F. H., Melo, M., Pereira, T., Frade, A., & Galvão, 2014) or approach and avoidance (Lewin, K., Dembo, T., Festinger, L., & Sears, 1944).

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