

Associations of Perceived Birth-Order Status and Family Harmony with Academic Achievement Among Students at SMAN 1 Luhak Nan Duo, West Pasaman, Indonesia

Dewi Sriani, Yarmis Syukur*, Yeni Karneli, Zadrian Ardi

Universitas Negeri Padang, Jalan Prof. Hamka, 25132, Indonesia

e-mail: yarmissyukur@fip.unp.ac.id

*Corresponding Author.

Abstract: Academic achievement is no longer a foreign concept in the world of education. It is a crucial goal for students to achieve in school. Various factors related to academic achievement have a significant influence, both internal and external. Perceived birth-order status and family harmony are two particularly important factors; however, to date, no specific study has been conducted to examine the relationship between these two variables and student academic achievement. This study was conducted to examine the relationship between perceived birth-order status and family harmony and students' academic achievement. The research method employed was a correlational design, with a sample of 90 students at SMAN 1 Luhak Nan Duo. The results of the study empirically demonstrate that perceived birth-order status and family harmony have a positive and significant relationship with student academic achievement, both partially and simultaneously. Partially, the perceived birth-order status has a strong relationship with students' academic achievement, with a correlation coefficient of 0.626. Similarly, the variable of family harmony was found to have a strong relationship, with a correlation coefficient of 0.693. The results of the simultaneous analysis also indicate that the perceived birth-order status and family harmony have a strong relationship with academic achievement, with a correlation coefficient of 0.763. This proves that birth order and family harmony are closely related to students' academic achievement. However, the findings of this study cannot yet be generalized due to the relatively small sample size. Therefore, the researcher strongly recommends that other researchers conduct follow-up studies with a larger sample size, broader characteristics, a wider scope of research, and more comprehensive methods.

Keywords: Perceived Birth-Order Status, Family Harmony, Academic Achievement, Students

How to Cite: Sriani, D., Syukur, Y., Karneli, Y., & Ardi, Z. (2026). Associations of Perceived Birth-Order Status and Family Harmony with Academic Achievement Among Students at SMAN 1 Luhak Nan Duo, West Pasaman, Indonesia. *At-Ta'lim: Jurnal Pendidikan*, 12 (2), 223-233. <https://doi.org/10.55210/attalim.v12i2.2612>

Introduction

One indicator of success in the educational process is the academic achievement of students. (Kriegbaum et al., 2018; Sakız et al., 2021). It is this achievement that reflects the students' level of mastery of the learning material.. Academic achievement not only reflects cognitive abilities (Duckworth et al., 2019; Stankov, 2013) but also involves affective and psychomotor aspects as the result of a continuous learning process. Therefore, academic achievement serves as an important benchmark for assessing the quality of education (Credé & Kuncel, 2008; Sentosa et al., 2024) and students' success in achieving learning objectives. Students' academic achievement still shows significant variation, with some students able to achieve optimal results, while others have not yet met the expected standards. This situation indicates that academic achievement is not determined solely by cognitive ability but is also influenced by psychological factors and the social environment particularly the family environment, which serves as the primary context for students' development.

The current state of student academic achievement warrants significant attention from guidance and counseling teachers at schools. This is because many students are still found to have unsatisfactory

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<https://doi.org/10.55210/attalim.v12i2.2612>



academic performance. For example, a study conducted by Rahardjo & Pertiwi (2020) on English language performance among 84 students revealed that two students (2.4%) received a “good” rating, 10 students (11.9%) received a “fairly good” rating, 17 students (20.2%) received a “fair” rating, 43 students (51.2%) received a “poor” rating, and 12 students (14.3%) were rated “very poor” in English. No students were rated “very good” or “excellent” in English. Furthermore, a study conducted by Telaumbanua et al. (2024) at Bunga Mawar Private Junior High School found that 63.33% of students had low academic achievement and 36.67% had moderate academic achievement. Furthermore, a study by Rosanti et al. (2023) reported similar findings: 40.90% of students had very low academic achievement, 50% had low academic achievement, and only 0.09% had moderate academic achievement. These research findings indicate that many students still have low academic achievement, as evidenced in part by scores that do not meet the minimum passing criteria (KKM).

This is certainly due to various factors, as students’ academic achievement is naturally influenced by other factors as well. One important factor within the family environment that has not yet been thoroughly studied is the perceived birth-order status within the family. Theoretically, this concept can be explained through Adler’s birth order theory, which states that a child’s position in the family influences their personality traits, sense of responsibility, and achievement orientation (Adler, 1927). However, recent developments in modern psychological research emphasize that it is not merely the objective position that matters, but rather how the child perceives that status within the context of family interactions. A misperception of a child’s social status at home can lead to the belief that there is injustice within the family, which in turn can lower students’ self-confidence (Shebloski et al., 2005) and academic engagement (Singer & Weinstein, 2000). This indicates that perceived birth-order status within the family is an important psychological factor that influences academic achievement.

In addition, family harmony is also an important factor influencing students’ academic achievement. Theoretically, family harmony is based on Bowen’s family systems theory, which states that the family is an interconnected emotional system; thus, the quality of relationships among family members influences an individual’s psychological state (Bowen, 1978). A harmonious family provides a sense of security (Nurmawati & Karneli, 2021; Syukur et al., 2023), emotional stability (Putri et al., 2019), and support that fosters students’ learning process (Syukur et al., 2019). Of course, this has been empirically studied by various researchers in the past. Research conducted by Seko et al. (2023) on the relationship between family harmony and student academic achievement showed that there is a positive and significant relationship between family harmony and student academic achievement. Similarly, research by Wang et al. (2021) indicates that harmonious relationships between mothers and children, as well as between fathers and children, are positively correlated with student’s academic achievement. Therefore, the more harmonious the family relationships are, the better the student’s academic performance will be.

Based on this study, it can be observed that these two factors are very important in influencing student academic achievement. However, to date, no research has tested the correlation between these two factors simultaneously in relation to student academic achievement. Therefore, this study aims to fill that research gap. This study was conducted at SMAN 1 Luhak Nan Duo. This is based on the results of the researcher’s interviews and observations at the school. Based on interviews conducted by the researcher while serving as a school counselor during the 2025–2026 school year, it was found that the student population consisted of individuals with varying birth orders. The interviews further revealed that some firstborn students from families characterized by poor family harmony tended to have low academic achievement, as reflected in their failure to meet the minimum graduation standards in certain subjects, such as physics and biology. These students perceived that they had many responsibilities and faced high expectations from their parents to excel in school as role models for their younger siblings. This implies that there is a link between perceived birth-order status and

family harmony on the one hand, and students' academic achievement on the other. Consequently, this study will be beneficial for guidance and counseling teachers in comprehensively understanding the family factors that influence students' academic success. It is hoped that this research will provide a scientific contribution to the development of guidance and counseling services, as well as school strategies aimed at strengthening the role of the family in improving students' academic achievement. To provide guidance and direction for this study, the following research questions have been formulated.

RQ1. Is there a relationship between perceived birth-order status and student academic achievement?

RQ2. Is there a relationship between family harmony and student academic achievement?

RQ3. Is there a relationship between perceived birth-order status and family harmony and students' academic achievement?

Method

This study employed a quantitative associative approach. The method used in this study was a cross-sectional correlational design. This method is used to identify relationships between variables, predict events based on available data, aid in decision-making, and serve as a foundation for further research (Curtis et al., 2016). The sample for this study consisted of 90 active students during the 2025–2026 school year. The instruments used in this study were scales measuring perceived birth-order status and family harmony, which had been calibrated through expert judgment and had undergone validity and reliability testing. This validity test was conducted using Pearson's product-moment correlation; the results show that all items met the validity criteria. The item-total correlation coefficients all exceeded the r table value. Next, the reliability of the instruments was tested using Cronbach's alpha, and in this case, the perceived birth-order status instrument scored 0.847, and the family harmony instrument scored 0.948. Since both scores were greater than 0.7, both instruments were deemed reliable. Students' academic performance is measured based on the average grade listed in their semester report cards. This average grade reflects students' overall academic achievement based on the results of evaluations conducted by the school in various subjects over the course of two semesters. Before testing the hypotheses, classical assumption tests were first conducted, including tests for normality, multicollinearity, and heteroscedasticity, to ensure that the data met the requirements for analysis. Next, the partial relationships between each independent variable and the dependent variable were analyzed using Pearson's product-moment correlation. Subsequently, the simultaneous effects of the independent variables on the dependent variable were analyzed using multiple linear regression. Data analysis was conducted using IBM SPSS 26. The research design is illustrated in the following figure.

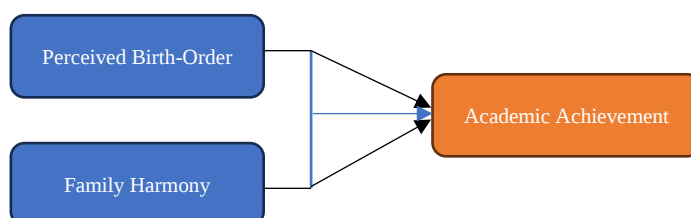


Figure 1. Research Design

Results and Discussion

Before testing the research hypotheses, several prerequisite tests must be conducted to determine the next steps in the analysis. The first prerequisite test is the normality test. This test was conducted using the Kolmogorov-Smirnov test. The results of the normality test showed a fairly good

score, indicating that the data as a whole is normally distributed. The tests showed that the data on perceived birth-order status yielded an Asymp. Sig. (2-tailed) score of 0.200; the data on family harmony also yielded an Asymp. Sig. (2-tailed) score of 0.200; and finally, the data on student academic achievement yielded an Asymp. Sig. (2-tailed) score of 0.107. In accordance with the test criteria, all three of these scores are greater than 0.05; therefore, it is concluded that the data are normally distributed.

The next prerequisite test is the multicollinearity test. To clearly illustrate this prerequisite test, the following table is presented.

Table 1. Multicollinearity Test

Coefficients ^a							
Unstandardized Coefficients			Standardized Coefficients		Collinearity Statistics		
Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	50.985	3.342		15.257	0.000		
X1	0.140	0.030	0.369	4.591	0.000	0.743	1.346
X2	0.189	0.030	0.506	6.285	0.000	0.743	1.346

Based on Table 1 above, to determine whether multicollinearity is present in the data, we can clearly observe the VIF score, which in this case is 1.346 (i.e., <10), and the tolerance score, which is 0.743 (i.e., >0.1). Therefore, we can conclude that there is no multicollinearity in the data. Therefore, we can conclude that there is no multicollinearity in the data. Next is the final prerequisite test: the heteroscedasticity test. This test is conducted by examining the scatterplot of the test results. The observations show that the data are randomly distributed above and below the number 0 on the Y-axis and do not form any specific pattern. Therefore, based on the prerequisite tests that have been conducted, it is concluded that the data meet the requirements for hypothesis testing.

Association of Perceived Birth-Order Status with Students' Academic Achievement

The first hypothesis test was conducted using the Pearson's product-moment correlation formula. This test examined the relationship between perceived birth-order status and students' academic achievement. The results of the hypothesis test are presented in the following table.

Table 2. Association of Perceived Birth-Order Status with Students' Academic Achievement

		Correlations		
		X1	X2	Y
X1	Pearson Correlation	1	.507**	.626**
	Sig. (2-tailed)		0,000	0,000
	N	90	90	90
X2	Pearson Correlation	.507**	1	.693**
	Sig. (2-tailed)	0,000		0,000
	N	90	90	90
Y	Pearson Correlation	.626**	.693**	1
	Sig. (2-tailed)	0,000	0,000	
	N	90	90	90

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

Based on Table 2 regarding the correlation between perceived birth-order status (X1) and academic achievement, the significance score is 0.000. This score indicates that there is a significant relationship between perceived birth-order status and student achievement. Thus, in this case, it has been clearly and empirically proven that the first hypothesis of this study is accepted. Furthermore, to assess the strength of the relationship between these two variables, one can examine the Pearson

correlation coefficient. The obtained value is 0.626, which indicates that the relationship between perceived birth-order status and academic achievement falls into the “strong” category.

The results of this study illustrate that a child’s perception of their social status within the family influences their motivation and ability to learn. A child who has a negative perception of their status within the family may experience psychological distress, which can subsequently disrupt their daily activities. Research conducted by Shebloski et al. (2005) indicates that adolescents’ perception that their parents treat their siblings differently because of their specific status for example, as the youngest child can affect their psychological adjustment. This will clearly have an impact on students’ academic performance. In this regard, various studies indicate that there is a correlation between psychological adjustment and students’ academic performance in school (Fateel, 2019; Kumar & Tankha, 2020; Perera et al., 2015). In addition, various studies are also relevant to the findings of this study, which indicate that a child who perceives their birth order within the family negatively will feel that they are being treated unfairly by their parents, and this leads to the student experiencing symptoms of depression. Several studies worldwide have shown that this situation can cause children to experience depression (Jensen et al., 2013; Shanahan et al., 2008). Consequently, such psychological conditions will disrupt students’ ability to learn and ultimately hinder their academic performance. This has been extensively demonstrated by numerous previous studies (Diaconu-Gherasim & Măirean, 2020; Quinn et al., 2023; Weidman et al., 2015).

Therefore, based on this discussion, it is clear that students who consistently hold a negative perception of their status within the family may experience adverse effects on their psychological well-being and their ability to function effectively. This will result in unmet academic expectations and, ultimately, a decline in academic performance at school. Therefore, the results of this hypothesis test clearly indicate that there is a significant relationship between perceived birth-order status and their academic performance.

Association of Family Harmony with Students’ Academic Achievement

The second hypothesis test in this study was also conducted using the same formula as before, namely the Pearson’s product-moment correlation formula. In this case, the test examined the relationship between family harmony and students’ academic achievement. The results of the hypothesis test can be seen in Table 2 above. Based on Table 2, the question of whether there is a relationship between family harmony (X2) and students’ academic achievement can be observed in the significance score, which is 0.000. This score indicates that there is a significant relationship between perceived birth-order status and their academic achievement. Thus, in this case, it has been clearly and empirically proven that the second hypothesis of this study is accepted. Next, to determine the strength of the relationship between these two variables, see the Pearson correlation section in the X2 column. The correlation coefficient obtained is 0.693, which indicates that the relationship between students’ perceived status and their academic achievement falls into the “strong” category. As shown in the table, the family harmony variable exhibits a stronger relationship than the previous variable. This is undoubtedly due to the significant influence of the family environment on students’ lives, both directly and indirectly.

The results of this study are consistent with existing theories and previous research. Theory suggests that one of the external factors influencing student achievement in school is the family environment. Family harmony is characterized by various traits, such as a strong sense of togetherness, mutual support in positive matters, the ability and willingness to forgive one another, consistent respect and appreciation for all family members, religious devotion, a positive work ethic, respect for parents, a passion for continuous learning, and the consistent use of free time for activities that have a positive impact (Syukur et al., 2024). According to Yusuf (2017) a harmonious and supportive family creates a conducive learning environment for children. Conversely, family conflicts

can disrupt students' concentration and motivation to learn. Furthermore, Afdal (2021) emphasizes that emotional support from parents plays a crucial role in enhancing students' academic success. The importance of family harmony for students has been extensively studied by researchers; for example, a harmonious family environment improves mental health, happiness (Zhan & Wang, 2021), self-confidence (Sari & Karneli, 2021), academic adjustment (Kahen et al., 2010), and academic achievement (Nismawati et al., 2023).

The influence of family harmony has been tested several times by previous researchers. Research conducted by Rezaei-Dehaghani et al. (2018) indicates that there is a significant positive relationship between family functioning and academic achievement among middle school students, with family cohesion (emotional bonds, closeness, and family commitment) serving as the primary predictor. Furthermore, a study conducted by Nismawati et al. (2023) at SMAN 4 Barru found that family harmony has a positive and significant effect on students' academic achievement. Moreover, a meta-analysis conducted by Selvitopu & Kaya (2023) on over a thousand relevant studies revealed that family-related factors as a whole consistently show a moderate relationship with students' academic achievement over time.

These results show that family harmony undeniably has a significant impact on students' academic achievement. A peaceful, comfortable, and supportive family environment provides students with the motivation they need to engage fully in their activities. Under such conditions, achieving good academic performance is not an impossible feat for them. Therefore, based on the data and studies conducted, it is concluded that family harmony has a positive and significant relationship with students' academic performance.

Association of Perceived Birth-Order Status and Family Harmony with Students' Academic Achievement

The results of the main hypothesis test in this study are presented in this section. Unlike previously, this hypothesis was tested using a multiple linear regression formula. The results of the third hypothesis test are presented in the following table.

Table 3. Multiple Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.763 ^a	0.582	0.572	2.458	0.582	60.466	2	87	0.000

a. Predictors: (Constant), X2, X1

Based on Table 4, several important points can be observed regarding the findings of this study. The first point to note is the relationship between perceived birth-order status and family harmony and students' academic achievement. As shown in the "Sig. F Change" section, the significance score obtained is 0.000. Based on this score, it can be interpreted that there is a significant correlation between Perceived Birth-Order Status and family harmony, acting simultaneously, on students' academic achievement at school. This confirms that the hypothesis of this study has been accepted. Furthermore, it is equally important to examine the strength of the correlation among these three variables. The strength of this correlation can be seen in the "R" section, where the table shows a score of 0.763, which is categorized as a strong correlation. Next, in the R-squared section, it can be seen that a value of 0.582 was obtained, indicating that, in this case, the variables of perceived birth-order status and family harmony together account for 58.2% of the variation in students' academic achievement.

Table 4. Simultaneous Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	730,767	2	365,384	60,466	.000 ^b
	Residual	525,721	87	6,043		
	Total	1256,489	89			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Furthermore, to support the findings in Table 4, the ANOVA table above is presented. Based on this table, it can be observed in the significance section that the significance score obtained is 0.000, which in this case is <0.05 ; therefore, the regression model can be considered a good fit. From this significance value, it can also be concluded that both independent variables have a significant effect on the dependent variable.

Table 5. Partial Test

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	50,985	3,342		15,257	0,000
	X1	0,140	0,030	0,369	4,591	0,000
	X2	0,189	0,030	0,506	6,285	0,000

a. Dependent Variable: Y

Furthermore, the coefficient table above also illustrates the influence of perceived birth-order status and family harmony on students' academic achievement. Based on the significance scores for each variable, it can be seen that the score obtained is 0.000, which in this case is <0.05 ; therefore, it can be concluded that both children's perceived status and family harmony have a significant effect on students' academic achievement.

These findings are consistent with existing theory and various previous research findings. Student academic achievement is influenced by both internal and external factors. Perceived birth-order status falls under internal factors, while family harmony is an external factor. Although previous studies have not simultaneously tested the effects of perceived birth-order status and family harmony on student academic achievement, the findings of this study are supported by various prior research. Research conducted by Shebloski et al. (2005) relevant to these findings; the study's findings indicate that adolescents perceive their parents as treating siblings differently based on their specific status as a child. For example, being the youngest child can affect a student's psychological adjustment. This, in turn, affects the student's academic performance. In this regard, various studies indicate that there is a correlation between psychological adjustment and students' academic performance in school (Fateel, 2019; Kumar & Tankha, 2020; Perera et al., 2015).

Next, regarding family harmony, a study conducted by Seko et al. (2023) at SMK Kristen 1 Tomohon empirically concluded that there is a significant correlation between family harmony and student academic achievement. This is also supported by Syarif & Taek (2020) study, which states that family harmony has an impact on students' academic achievement. This implies that the higher the level of family harmony, the higher the students' academic achievement. This finding is further supported by various studies conducted by other researchers (Khariroh et al., 2022; Widiarti & Prima, 2026).

Based on this review, this study is supported by existing theory and empirical evidence. Therefore, the results of this study can serve as a credible source for understanding student academic achievement, with a focus on students' perceptions of their status within the family and family harmony. It is therefore hoped that guidance and counseling teachers can plan and develop guidance and counseling programs aimed at improving student academic achievement, focusing on students' perceptions of their status within the family and grounded in family harmony. However, the findings of this study cannot yet be generalized to all students. Therefore, the researcher recommends conducting further studies based on this research, using a broader sample, more comprehensive methods, and a larger scope of research.

Conclusion

Academic achievement is a very important aspect for students in school; it serves as one of the benchmarks for the success of educational programs that have been implemented. This academic achievement has clearly been shown to have a significant relationship with perceived birth-order status and family harmony. The relationship among these three factors was found to be significant, whether assessed partially or simultaneously. Partially, the perceived birth-order status has a strong relationship with students' academic achievement, with a correlation coefficient of 0.626. Similarly, the variable of family harmony was found to have a strong relationship, with a correlation coefficient of 0.693. The results of the simultaneous analysis also indicate that the perceived birth-order status and family harmony have a strong relationship with academic achievement, with a correlation coefficient of 0.763. The findings of this study can guide counselors in schools with a more comprehensive understanding of how to plan, organize, and develop programs to support students' academic achievement based on their perceived status and with a focus on family harmony. However, the findings of this study cannot yet be generalized due to the relatively small sample size. Future studies are recommended to include a more heterogeneous sample in terms of educational level, school region, and participants' demographic characteristics so that the external validity and generalizability of the findings can be enhanced. In addition, future research could employ a longitudinal or experimental design with a longer observation period to test the consistency of the relationships between variables over time.

Acknowledgment

The researchers are proud and delighted to express their deepest gratitude to all those who contributed both morally and materially to this study. Likewise, we extend our sincere thanks to the Master's Program in Guidance and Counseling at Universitas Negeri Padang, which provided support and ample opportunities, enabling this study to be carried out to the fullest extent possible. The researchers hope that the results of this study will be beneficial for the academic development of guidance and counseling as well as for future research.

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