

THE INFLUENCE OF SCHOOL CLIMATE ON STUDENT ENGAGEMENT MODERATED BY PEER SUPPORT IN STUDENTS OF MTs ISLAMIYAH GUPPI

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Abstract

This study aims to analyze the effect of school climate on student engagement with peer support as a moderator variable in students of MTs Islamiyah Guppi. The background of this study is based on the importance of a positive school environment and peer support in increasing student engagement in learning activities. The research subjects were 269 students in grades VII, VIII, and IX with an age range of 13–15 years. This study used a quantitative approach with the Partial Least Square (PLS) analysis method. The research instruments included scales of school climate, peer support, and student engagement that had been tested for validity and reliability. Based on the results of the hypothesis test, it was found that school climate had a positive and significant effect on student engagement with a coefficient value of 0.475 and a p-value of 0.000. In addition, peer support also had a positive and significant effect on student engagement with a coefficient value of 0.475 and a p-value of 0.000. The results of the moderation test showed that peer support significantly moderated the relationship between school climate and student engagement, with a coefficient value of 0.131 and a p-value of 0.024. The total effect value of 0.606 indicates that the more positive the school climate and the stronger the peer support, the higher the level of student engagement in learning activities. This finding confirms that student engagement in school is influenced not only by a conducive school climate but also by social support among students, which strengthens these positive relationships.

Keywords: School Climate, Student Engagement, Peer Support, Moderation

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh school climate terhadap student engagement dengan peer support sebagai variabel moderator pada siswa MTs Islamiyah Guppi. Latar belakang penelitian ini didasari oleh pentingnya lingkungan sekolah yang positif dan dukungan teman sebaya dalam meningkatkan keterlibatan siswa terhadap kegiatan belajar. Subjek penelitian berjumlah 269 siswa kelas VII, VIII, dan IX dengan rentang usia 13–15 tahun. Penelitian ini menggunakan pendekatan kuantitatif dengan metode analisis Partial Least Square (PLS). Instrumen penelitian meliputi skala school climate, peer support, dan student engagement yang telah diuji validitas serta reliabilitasnya. Berdasarkan hasil uji hipotesis, diketahui bahwa school climate berpengaruh positif dan signifikan terhadap student engagement dengan nilai koefisien 0,475 dan p-value 0,000. Selain itu, peer support juga berpengaruh positif dan signifikan terhadap student engagement dengan nilai koefisien 0,475 dan p-value 0,000. Hasil uji moderasi menunjukkan bahwa peer support memoderasi hubungan antara school climate dan student engagement secara signifikan, dengan nilai koefisien 0,131 dan p-value 0,024. Nilai total effect sebesar 0,606 menunjukkan bahwa semakin positif iklim sekolah dan semakin kuat dukungan teman sebaya, maka semakin tinggi pula tingkat keterlibatan siswa dalam kegiatan belajar. Temuan ini menegaskan bahwa keterlibatan siswa di sekolah tidak hanya dipengaruhi oleh iklim sekolah yang kondusif, tetapi juga oleh dukungan sosial antar siswa yang memperkuat hubungan positif tersebut.

Kata kunci: Iklim Sekolah, Keterlibatan Siswa, Dukungan Teman Sebaya, Moderasi



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INTRODUCTION

Education aims not only to produce academically intelligent students, but also to shape character, enthusiasm for learning, and student engagement in the learning process. Schools, as places where the educational process takes place, are expected to shape and produce individuals who are consistently and actively engaged. Student involvement in the learning process is also known as student engagement. This term refers to students' active, emotional, and cognitive involvement in teaching and learning activities, which directly impacts student achievement and psychological well-being.¹

Student engagement is defined as the level of behavioral, emotional, and cognitive involvement of students in learning activities.² This engagement reflects the extent of students' enthusiasm and commitment to the learning process.³ Students with high engagement tend to demonstrate strong learning motivation, good academic performance, and positive behavior in school.⁴

Conversely, low levels of student engagement are often associated with increased deviant behavior, high absenteeism, low learning motivation, and suboptimal academic achievement. This condition indicates that student engagement is an important factor that needs to be considered in efforts to improve the quality of education.⁵ The level of student engagement in school is reflected in their activeness in the learning process and a number of activities at school.⁶

External factors include school climate and classroom environment. School climate is a microsystem that shapes the school climate through the combined perceptions of all school members. The level of cooperation or conflict between students and teachers, academic expectations, and the sense of collaboration among educators are important elements in shaping this climate. School climate is a complex construct widely viewed as a crucial intervention for improving school quality. A positive school climate improves a variety of emotional and mental health outcomes because all of the following are important: the physical appearance of the school; order, comfort, and safety; the type, frequency, and quality of interactions between and among students, teachers, and staff; the quality and appropriateness of instruction; and the availability of

¹ Jennifer A. Fredricks et al., "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109.

² Fredricks et al., "School Engagement: Potential of the Concept, State of the Evidence."

³ Kelly Allen et al., "What Schools Need to Know About Fostering School Belonging: A Meta-Analysis," *Educational Psychology Review* 30 (2018): 1–34.

⁴ James J. Appleton et al., "Measuring Cognitive and Psychological Engagement: Validation of the Student Engagement Instrument," *Journal of School Psychology* 44, no. 5 (2006): 427–45, <https://doi.org/10.1016/j.jsp.2006.04.002>.

⁵ L. Ariani, "Keterlibatan Siswa (Student Engagement) Di Sekolah Sebagai Salah Satu Upaya Peningkatan Keberhasilan Siswa Di Sekolah," 2019, 103–10.

⁶ I. Wayan Dharmayana et al., "Keterlibatan Siswa (Student Engagement) Sebagai Mediator Kompetensi Emosi Dan Prestasi Akademik," *Jurnal Psikologi* 39, no. 1 (2012): 76–94.

physical, academic, and socio-emotional resources. These elements are crucial to understanding the importance of school climate in children's lives.

A positive school climate can create a pleasant learning environment and support student development.⁷ When students feel accepted, valued, and supported by the school environment, they are more motivated to actively participate in learning activities.⁸ Conversely, a negative school climate can lead to feelings of isolation, stress, and low motivation to learn.⁹

In a school environment characterized by intense academic demands and competition, elementary school students often experience negative emotions and demonstrate poor school performance.¹⁰ Although limited teacher resources and widespread peer conflict prevent most students from experiencing high levels of support, only a small proportion exhibit poor school-based behaviors such as disciplinary infractions, academic procrastination, and classroom disruptions. This resilience may be attributed to the presence of peer support, which can mitigate the detrimental impact of negative emotions on school behavior.

In addition to school climate, peer support also has a significant impact on student engagement. Peer support can increase self-confidence, motivation, and a sense of belonging in the school environment. When students feel supported by their peers, they are more enthusiastic about learning and participating in school activities.

Peer support plays a key role not only in social aspects but also in helping students cope with academic and emotional stress. Research by Huwae and Novita¹¹ shows that peer support can increase student engagement by creating an atmosphere of togetherness and a spirit of collaborative learning. Therefore, positive relationships between students are a crucial part of an effective educational process. The availability of peer support helps students overcome obstacles and simultaneously see hope. Students with high levels of peer support will be influenced by these individuals' enjoyment of the learning process and the development of their individual abilities. Conversely, if a student has low levels of peer support, it will impact their potential and lead to failure in achieving their goals.¹²

⁷ James J. Appleton et al., "Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct," *Psychology in the Schools* 45, no. 5 (2008): 369–86.

⁸ Martin Block, "School Climate," in *Encyclopedia of Child Behavior and Development* (Springer US, 2011), https://doi.org/10.1007/978-0-387-79061-9_2500.

⁹ Jonathan Cohen et al., "School Climate: Research, Policy, Practice, and Teacher Education," *Teachers College Record* 111, no. 1 (2009): 180–213.

¹⁰ Christopher Esposito, "Learning in Urban Blights: School Climate and Its Effect on the School Performance of Urban, Minority, Low-Income Children," *School Psychology Review* 28, no. 3 (1999): 365–77.

¹¹ A. Huwae and M. P. Novita, "Regulasi Diri, Peer Support, Dan Burnout Pada Mahasiswa Difabel," *Psychocentrum Review* 4, no. 1 (2022): 44–54.

¹² Huwae and Novita, "Regulasi Diri, Peer Support, Dan Burnout Pada Mahasiswa Difabel."

On the other hand, the relationship between school climate and student engagement can be influenced by moderating factors such as peer support. A supportive school environment will be more effective in increasing student engagement when accompanied by strong social support from peers.¹³ This means that peer support can strengthen or weaken the influence of school climate on student engagement.¹⁴

Based on initial observations at MTs Islamiyah Guppi, it was found that some students demonstrated low levels of learning engagement. This was evident in the continued passive behavior of many students during learning activities, their lack of participation in discussions, and their inability to collaborate effectively with their classmates. This situation indicates a challenge in building a positive school climate and fostering social support among students.

This low level of student engagement requires serious attention, as if left unchecked, it can lead to a sustained decline in student achievement and motivation. Therefore, it is important to examine how school climate influences student engagement and the extent to which peer support can moderate the relationship.

Based on this description, this study aims to analyze the influence of school climate on student engagement, with peer support as a moderating variable. The results are expected to contribute to the development of strategies to improve the quality of learning in schools, particularly in creating a conducive learning environment that supports active student engagement.

RESEARCH METHODS

This study used a quantitative method. The quantitative method approach used in this study is an explanatory quantitative approach. The sample in this study was 269 respondents, students of MTs Islamiyah Guppi, with the sampling technique in this study using total sampling, namely all MTs Islamiyah Guppi students consisting of 90 students in grade VII, 89 students in grade VIII, and 90 students in grade IX.

The data collection technique in this study uses a scale. The scale format used in this study is the Likert scale. The scale consists of a number of items described in the form of favorable and unfavorable with five response categories consisting of: SS (Very Appropriate), S (Appropriate), N (Neutral), TS (Not Appropriate), and STS (Very Not Appropriate).

The scale used to measure Student Engagement is a scale adapted directly from the scale compiled from the theory of Reeve & Tseng which was adapted into Indonesian by Mario Pratama and Anindra Guspa using four dimensions, namely: Agentic engagement, Behavioral engagement,

¹³ Cindy-Lee Dennis, "Peer Support Within a Health Care Context: A Concept Analysis," *International Journal of Nursing Studies* 40, no. 3 (2003): 321–32.

¹⁴ Saifuddin Azwar, *Penyusunan Skala Psikologi* (Pustaka Pelajar, 2010).

Emotional engagement, Cognitive engagement. The scale used to measure School Climate is the School Climate scale developed by Fisher et al. This scale has three dimensions including School Connectedness, School Safety, and Peer Relationships. The scale used to measure Peer Support is the Peer Support Questionnaire (PSQ) Scale developed by Alaei and Hosseinneshad¹⁵. This scale is designed to specifically measure the form of social support that comes from peers, as one of the important sources in the student's social environment. The PSQ consists of 25 items arranged based on five main dimensions of social support as proposed by Wills and Shinar, namely: emotional support, instrumental support, informational support, companionship support, and validation support.

Technical data analysis carried out Statistical Analysis with SEM Analysis Based on the objectives of this study, the variables analyzed are the constructs of exogenous variables (X) and endogenous variables (Y), and involve moderating variables in the relationship model being studied. Exogenous variables act as influencing factors, while endogenous variables act as results or consequences of other variables. In addition, moderating variables are used to test the extent to which the strength or direction of the relationship between exogenous and endogenous variables is influenced by the presence of certain variables. The statistical test conducted is using the Structural Equation Model (SEM) approach or structural equation model.

RESULTS AND DISCUSSION

Outer Model Testing (Measurement Model Test): Validity and Reliability Testing

1. *Convergent Validity*

Convergent validity testing is conducted by examining the outer loading value. In confirmatory factor analysis or Structural Equation Modeling (SEM), a loading factor value of ≥ 0.7 is considered ideal to indicate that the indicators used in the study are valid in measuring the constructs created.

¹⁵ Mohammad Mahdi Alaei and H. Hosseinneshad, "The Development and Validation of Peer Support Questionnaire (PSQ)," *Journal of Teaching Language Skills* 39, no. 3.2 (2021): 67–109.

Table 1. Convergent Validity Test Results

	Peer Support	Peer Support*School Climate	School Climate	Student Engagement
PS10	0.856			
PS11	0.852			
PS12	0.834			
PS13	0.716			
PS14	0.740			
PS15	0.772			
PS16	0.866			
PS17	0.844			
PS18	0.792			
PS20	0.707			
PS21	0.817			
PS22	0.773			
PS23	0.882			
PS24	0.860			
PS3	0.871			
PS4	0.751			
PS5	0.821			
PS6	0.794			
PS7	0.782			
PS8	0.751			
SC12			0.845	
SC13			0.770	
SC14			0.897	
SC15			0.860	
SC2			0.788	
SC4			0.851	
SC5			0.825	
SC6			0.900	
SC7			0.867	
SC8			0.853	
SE1				0.748

SE10	0.951
SE11	0.749
SE12	0.887
SE13	0.747
SE14	0.725
SE15	0.881
SE16	0.951
SE18	0.891
SE19	0.834
SE2	0.906
SE20	0.728
SE21	0.900
SE22	0.954
SE4	0.860
SE6	0.948
SE7	0.855
SE8	0.838
School	
Climate *	0.986
Peer Support	

The value of all outer loadings is > 0.7 . This indicates that the validity criteria are met based on the outer loading value, so that all indicators are declared to have good validity in explaining their latent variables.

2. *Discriminant Validity*

The ability of constructs to differentiate one another in the model. Discriminant validity can be measured in two ways, namely by cross-loading and the Fornell-Larcker criterion. To determine discriminant validity, the cross-loading value of each variable must be > 0.70 and the square root of each construct's AVE must be greater than its correlation with other constructs (for the Fornell-Larcker criterion) (Hair et al., 2022).

Table 2.
Validity Testing Based on Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Peer Support	0.649
Peer Support*School Climate	1,000
School Climate	0.717
Student Engagement	0.734

All variables have met the established AVE criteria, namely with a value >0.5 . This indicates that the Convergent Validity Test is acceptable.

Table 3.
Validity Testing Based on the Fornell-Larcker Criterion

	Peer Support	Peer Support*School Climate	School Climate	Student Engagement
Peer Support	0.806			
Peer Support*School Climate	-0.681	1,000		
School Climate	0.814	-0.582	0.847	
Student Engagement	0.631	-0.366	0.611	0.856

Each indicator has the highest FLC value for its own latent construct compared to the FLC values for other constructs. This indicates that the indicators used in this study have good discriminant validity in forming their respective variables.

Table 4
Validity Testing Based on HTML

	Peer Support	Peer Support*School Climate	School Climate	Student Engagement
Peer Support				
Peer Support*School Climate				
Climate	0.686			
School Climate	0.840	0.596		
Student Engagement	0.646	0.373	0.626	

The results of the discriminant validity test using the HTMT approach show that all values are <0.9 , which means that it can be concluded that the discriminant validity requirements based on the HTMT approach have been met.

3. *Composite Reliability*

It is used to test the reliability of indicators in a variable. A variable is considered to meet Composite Reliability if it has a Composite Reliability value >0.7 .

Table 5
Reliability Testing Based on Composite Reliability

	Composite Reliability
Peer Support	0.974
Peer Support*School Climate	1,000
School Climate	0.962
Student Engagement	0.980

It can be seen that the CR value > 0.7 indicates that the value meets the reliability criteria based on CR. A variable is considered to meet Composite Reliability if it has a Composite Reliability value > 0.7 .

4. Cronbach's Alpha

Cronbach's Alpha describes the extent to which one variable is related to another. A measuring instrument is considered reliable if its Cronbach's Alpha value is >0.6 .

Table 6
Reliability Testing Based on Cronbach's Alpha (CA)

	Cronbach's Alpha
Peer Support	0.971
Peer Support*School Climate	1,000
School Climate	0.956
Student Engagement	0.978

all CA values > 0.7 , which means they have met the reliability requirements based on Cronbach's Alpha

5. Structural Model Testing (Structural Model) Test of Significance of Influence

Table 7
Path Coefficient Test & Significance of Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Peer Support -> Student Engagement	0.475	0.471	0.085	5,575	0.000
School Climate -> Peer Support	0.816	0.817	0.034	24,078	0.000
School Climate -> Student Engagement	0.298	0.294	0.085	3,517	0.000

Based on the results in the table, the following results were obtained:

- Peer Support has a positive and significant effect on student engagement with a coefficient value (original sample column) = 0.471, and is significant with a T-Statistic value = $5.575 > 1.96$, and P-Values = $0.000 < 0.05$. Based on these results, it can be concluded that Peer Support has a positive and significant effect on student engagement, so the hypothesis is accepted.

- b. School climate has a positive and significant effect on peer support with a coefficient value (original sample column) = 0.816, and is significant with a T-Statistic value = 24.078 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that school climate has a positive and significant effect on peer support, so the hypothesis is accepted.
- c. School climate has a positive and significant effect on student engagement with a coefficient value (original sample column) = 0.298, and is significant with a T-Statistic value = 3.517 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that school climate has a positive and significant effect on student engagement, so the hypothesis is accepted.

Table 8
R-Square

	R-Square
Peer Support	0.665
Student Engagement	0.433

Based on the table it can be explained that:

- a. The R-square value of 0.665 for the Peer Support variable indicates that 66.5% of the variation in Peer Support can be explained by the variables that influence it in the model, while the remaining 33.5% is explained by other factors outside the model.
- b. The R-square value of 0.433 for the Student Engagement variable shows that 43.3% of the variation in Student Engagement can be explained by the School Climate, Peer Support, and their moderating interaction (School Climate × Peer Support) variables.

Table 10
Goodness of Fit Model Testing

	Saturated Model	Estimated Model
SRMR	0.074	0.076

Based on the results of the SRMR goodness of fit test, the SRMR value = 0.099 < 0.1, so it can be concluded that the model is declared FIT.

Table 11
Path Coefficient Test & Significance of Indirect Effect.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Peer Support*School Climate -> Student Engagement	0.131	0.121	0.066	1,991	0.024

Based on the results of the moderation test in the table above, the Original Sample (O) value was 0.131, the T-Statistics was 1.991, and the P-Values were 0.024. The P-Values (0.024) < 0.05 indicate that the interaction effect between Peer Support and School Climate on Student Engagement is statistically significant. Thus, it can be concluded that Peer Support moderates the relationship between School Climate and Student Engagement.

The positive coefficient (0.131) indicates that the higher the peer support, the stronger the influence of school climate on student engagement. This means that a positive school environment will be more effective in increasing student engagement if students also receive high levels of social support from their peers.

Conversely, if peer support is low, the influence of school climate on student engagement is weakened. In other words, peer support acts as a moderator, strengthening the positive relationship between school climate and student engagement.

Results of Calculation of Hypothetical Mean and Empirical Mean

Table 12

Summary of the Results of Calculation of Hypothetical Average Value and Empirical Average Value

Variables	Hypothetical Mean				Empirical Mean			
	Min	Max	Mean	Elementary School	Min	Max	Mean	Elementary School
School Climate	18	72	45	9	32	41	37	4.1
Student Engagement	20	80	50	10	61	69	65	4.1
Peer Support	10	40	25	5	69	78	74	4.1

DISCUSSION

School climate has a positive and significant effect on student engagement with a coefficient value (original sample column) = 0.298, and is significant with a T-Statistic value = 3.517 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that school climate has a positive and significant effect on student engagement, so the hypothesis is accepted.

The results of this study are in line with research conducted by Muhibbin et al.,¹⁶ whose research results showed that a positive school climate can increase student engagement in academic and non-academic activities. Therefore, it is important to create a conducive school climate to increase active student participation, thereby improving the quality of learning.

School climate has a positive and significant effect on Peer support with a coefficient value (original sample column) = 0.816, and significant with a T-Statistic value = 24.078 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that School climate has a positive and significant effect on Peer support, so the hypothesis is accepted.

The results of this study are in line with the results of research conducted by Haryadi & Sutopo¹⁷ in their research, they concluded that a supportive school environment, whether through

¹⁶ M. A. Muhibbin and J. F. U. Yusri, "Pengaruh Dukungan Keluarga Dan Iklim Sekolah Terhadap Student Engagement Siswa Sekolah Menengah," *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi* 5, no. 3 (2025).

¹⁷ F. Haryadi and Y. Sutopo, "Hubungan Antara Dukungan Iklim Sekolah, Dukungan Iklim Keluarga, Pengaruh Teman Sebaya Dengan Perundungan Antar Siswa Sekolah Menengah Pertama: Peran

positive teacher-student relationships, regularity of discipline, or a sense of security in activities, creates a learning atmosphere that supports optimal student psychological development. When students feel appreciated, cared for, and listened to by the school community, they tend to have feelings of self-confidence, inner peace, and higher learning motivation. Researchers view that schools are not only academic places, but also important spaces in the formation of self-identity and emotional resilience. Therefore, the existence of a socially healthy school climate is an important foundation for the creation of positive psychological conditions, based on this, it can be concluded that a good school climate can influence peer support.

Peer Support has a positive and significant effect on student engagement with a coefficient value (original sample column) = 0.471, and significant with a T-Statistic value = 5.575 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that Peer Support has a positive and significant effect on student engagement, so the hypothesis is accepted.

The results of this study are in line with the results of research conducted by Mahardika & Nurkhin¹⁸ that the higher the peer support, the higher the student involvement in learning. In the learning process, peer support can influence students' emotions in interacting. When peers are emotionally involved with students in interactions, for example by showing attention, spending and enjoying time together, this will cause students to feel safe and comfortable. The feeling of safety and comfort in students will also make students feel free to explore the environment and engage in activities carried out, one of which is in learning.

Based on the results of the moderation test in the table above, the Original Sample (O) value was 0.131, the T-Statistics was 1.991, and the P-Values were 0.024. The P-Values (0.024) < 0.05 indicate that the interaction effect between Peer Support and School Climate on Student Engagement is statistically significant. Thus, it can be concluded that Peer Support moderates the relationship between School Climate and Student Engagement.

The positive coefficient (0.131) indicates that the higher the peer support, the stronger the influence of school climate on student engagement. This means that a positive school environment will be more effective in increasing student engagement if students also receive high levels of social support from their peers.

Mediasi Variabel Kesejahteraan Psikologis,” *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 03 (2025): 250–62.

¹⁸ A. A. Mahardika and A. Nurkhin, “Pengaruh Peer Support, Teacher Support, Dan Digital Literacy Terhadap Student Engagement Dengan Self Regulated Learning Sebagai Pemediasi,” *Journal of Accounting, Economics, and Business Education*, 2024, 178–95.

CONCLUSION

1. *Peer Support* has a positive and significant effect on student engagement with a coefficient value (original sample column) = 0.471, and significant with a T-Statistic value = 5.575 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that Peer Support has a positive and significant effect on student engagement, so the hypothesis is accepted.
2. *School climate* has a positive and significant effect on Peer support with a coefficient value (original sample column) = 0.816, and significant with a T-Statistic value = 24.078 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that School climate has a positive and significant effect on Peer support, so the hypothesis is accepted.
3. *School climate* has a positive and significant effect on student engagement with a coefficient value (original sample column) = 0.298, and significant with a T-Statistic value = 3.517 > 1.96, and P-Values = 0.000 < 0.05. Based on these results, it can be concluded that School climate has a positive and significant effect on student engagement, so the hypothesis is accepted.
4. The results of the moderation test in the table above obtained an Original Sample (O) value of 0.131, a T-Statistic of 1.991, and a P-Value of 0.024. The P-Value (0.024) < 0.05 indicates that the interaction effect between Peer Support and School Climate on Student Engagement is statistically significant. Thus, it can be concluded that Peer Support moderates the relationship between School Climate and Student Engagement.

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