

THE RELATIONSHIP BETWEEN FAMILY SUPPORT AND STUDENTS' ACADEMIC ACHIEVEMENT

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Abstract

In the college environment, students often receive financial, moral, spiritual and other support from family members. Family support may be necessary for the students to have successful academic achievement. Students' academic achievement may not only depend on the quality of school and the teachers, rather the extent of family support has vital role in students' academic achievement. This study aimed to find out the relationship between family support and students' academic achievement. As correlational study which belongs to quantitative study, this study used closed-ended and open-ended questionnaire as the instruments. The writer adopted three indicators in this study. They were moral, financial and motivational support. The sample of this study were fourth semester students of English Education Study Program UNISSULA. The result of this study showed that there is a significant correlation between family support and students' academic achievement and moral support's indicator dominated in this study. It was proven that the correlational coefficient value was bigger than the score of r table or $0.519 > 0,463$. it around 0.40-0.599 of the interpretation of the correlation coefficient. It can be described that the correlation coefficient between family support and students' academic achievement is moderate. It can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected.

Keywords: Relationship, Family Support, Students' Academic Achievement

1. INTRODUCTION

In a campus area, students often received financial, emotional, religious, and other support from family members. The aspects of campus life had a lot of request and families' support might be necessity for a student to make good academic achievement. Every student and family needed combination. When family disapproved an act, the children are less likely to do this act. Tang, Kim, and Haviland (2013) stated that students who gain support from their families and parents are motivated about academic success.

The smallest unit that affects the growth of a child from infancy until adulthood consisting of parents and siblings is family (Mardiana and Sugyaningsih, 2018). Family had responsibility to introduce their children to the social environment. According to David (2009) the role of family was very much influential on children. He also described that the roles of family itself has great effect on children's development as well. Family which had powerful base of love, then children learnt about family tying and believed each other. Family values also developed children's mental and intellectual strength. A happy family life as well as home environment plays a vital role. Family support and proper guidance kept children on right track and helped facilitate learning process. (Bryan, 2005) children were more likely to make good academic achievement levels and improved their habit when family mixed up with their education. Parents cared about their children's academic achievement because they believed good results will provide lot of career options and opportunities. Every child from one family was different from another family.

The family environment had big impact on the development of their children. It had been proven by many studies that most of the children who were succeed come from family who have strong relationship and mutual support. It had been assumed that students' academic achievement might not only depend on the quality of schools and the teachers, but support from family also had an important role in their children's academic achievement.

Family support is defined as the acceptance of assistance in the form of emotional, physical, financial and spiritual that is given to a family member attending college. On the other hand, family support could be implemented in the form of caring, comfort, protection, interest, love, and empathy. Family support had a strong or positive effect on students' academic achievement. It also could be influential factor which can promote higher achievement level. According to Rashmi (2016) the most important part of the basic that must strive to provide full support to students is family. It was the first that influence an individual and gave his first experiences of living. David (2009) found that the role of family is very influential on children.

The greatest influence in children's development was the role of parent during a child's earliest years. Children's intellectual and social development were the contributions of good quality home learning than parental occupation, education or income. Parents played an important role in both the home and school environment. Parents are different from one another. Some parents are better able to have good communication with their children than other. Some are warm and supportive, others may not care. Rahman (2015) states that parents' involvement, encouragement, and their positive attitude as positive home factors toward English in general influence students positively.

Azwar (2002) defines that academic achievement is evidence of improvement or achievement obtained by a student in an educational process. Furthermore, according to Suryabrata (2006) academic achievement is the last learning outcomes achieved by

students within a certain time, it is usually stated in numeric form or others. It means that achievement is the proficiencies that students have in their learning process. It can be inferred that achievement was also the result of accumulate of learning process. The teachers or the students themselves can see how far their learning process that they did through achievement. To see how far the students have learned in their learning, the teachers can see it through their achievement test. Academic achievement has become a reference of child's future.

According to Tang et al. (2013) states that students can pursue higher education if a family supported, motivated and encouraged them. Also, Considine and Zappala (2002) families or parents are advantaged socially, educationally, and economically foster a higher level of achievement of their children. Parents take an effective approach to acquiring children's attention and necessity. It is very important because they play a role in giving and providing support in any form to students. The students will give their best if they properly guided by their families and teachers in order to know how much they are capable of in the learning process. The academic achievement is possible when all aspects of life are in order.

2. RESEARCH METHODOLOGY

The design of this study was the correlational study which belongs to quantitative. Correlational research is correlation that are symmetrical or in line (Ali and Asrori, 2014). It was intended to address the problem of the relationship between two variables or more.

Subject is an area of knowledge studied. Subject helps people to research the needed data. The subject of this study was the fourth semester students of English Education Study Program of Faculty of Language and Communication Science UNISSULA.

The population in this study is especially English Education Study Program of Faculty of Language and Communication Science UNISSULA in the academic year 2019/2020. The convenience sampling was used in this study because the writer already determined a criterion of the sample who were the fourth semester students of English Education Study Program of Faculty Language and Communication Science UNISSULA. In this study, the writer used closed-ended and open-ended questionnaire for collecting the information about the relationship between family support and students' academic achievement. The closed-ended questionnaire consisted of 20 statements which adopted three indicators, they were moral, financial and motivational support. The open-ended questionnaire consisted of 3 questions.

The writer collected data in the manner as: The writer asked permission to the dean of Faculty of Language and Communication Science UNISSULA in academic year 2019/2020 to conduct the study. Then, the writer chose the population of the study and it was the fourth semester students of English Study Program of Language and Communication Science Faculty UNISSULA in academic year 2019/2020. After that, the writer took E1 and E2 classes as samples. Next, the writer gave the respondents a questionnaire related to family support in students' academic achievement. Last, The writer analyzed the correlation between two variable based on the data from the questionnaire and made a conclusion.

3. RESULTS AND DISCUSSION

This study took fourth semester students of the program. They were two classes, E1 and E2. They were taken by convenience sampling. The total respondents were 30 students.

A. Validity and Reliability

To measure validity of the instruments, the writer used content validity and face validity. Contents validity refers to the properness of the content of an instrument. While, face validity refers to the degree to which a test subjectively visible to measure the variable what is supposed to be measured.

The writer used Crobach Alpha Reliabilities formula to calculate the reliability of the questionnaire of the sample by SPSS software.

B. Analysis of normality test

Analyzing the normality of the data is important. The result of normality test is used to see whether the items of the questionnaire are normally distributed or not. The Normal data is the data having significant above 5% or 0.005 of Kolmogorov-Smirnov test from SPSS program. The analysis of normality data used Kolmogorov-Smirnov was 0.119 with Sig. (2-tailed) 0.200 > 0.05, it means that the samples were normal.

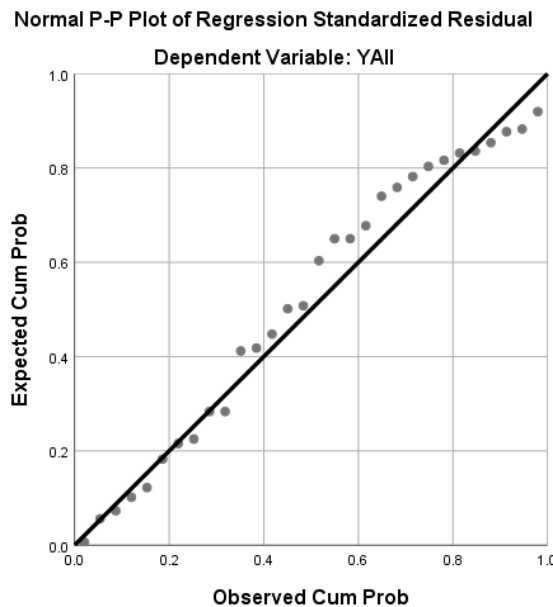


Figure 3.1 The Chart of Normality Test

C. Analysis of the Correlation of the data

The Person's product moment in SPSS 22.0 was used to obtain the result of the correlation test analysis and described the data statistically. From the data we will find out the values. Then, the result was shown as follows :

Correlations		
Pearson Correlation	1	,519**

Family Support	Sig. (2-tailed)		,003
	N	30	30
Academic Achievement	Pearson Correlation	,519**	1
	Sig. (2-tailed)	,003	
	N	30	30

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

Table 3.1 The Result of Correlation Test

Based on the table above, the pearson correlation obtained that the correlation between family support and students' academic achievement was at 0.519. Because the value of r table with $N = 30$ and the 1% significant level is 0.463. So, the result show that there is a correlation between family support and students' academic achievement.

The interpretation of correlation coefficient is 0.519. It is between 0.40-0.599. It can be concluded that the degree of significant relationship is moderate. Thus, the significant relationship between family support and students' academic achievement was moderate.

4. CONCLUSION

According to the previous chapter that students' academic achievement may not only depend on the quality of the school and the teachers, because family support had an important role in students' academic achievement. It can be concluded that alternative hypothesis is accepted and null hypothesis is rejected, there is correlation between family support and students' academic achievement of fourth semester students English education study program UNISSULA Semarang in academic year 2019/2020 and the indicator of family support that dominated in this study was moral indicator. It was proven that there was a significant correlation between both of data. The result showed that the correlation coefficient value was bigger than the score of r table or $0.519 > 0.463$. The correlation coefficient value was 0.519, it around 0.40-0.599. It can be described that there is a moderate degree of significant correlation between family support and students' academic achievement of fourth semester students English education study program UNISSULA Semarang in academic year 2019/2020. Thus, the family support moderatly correlating to the students' academic achievement.

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