
Jurnal Penelitian Pendidikan

<https://journal.unnes.ac.id/journals/JPP>

Examining the Influence of Family Support on Academic Achievement Among Home Economics Education Students

Sarifa Mulia Ainun*, Sita Nurmasitah

Universitas Negeri Semarang, Indonesia

*Corresponding Author: ainunsarifa3093@students.unnes.ac.id

Abstract

The quality of higher education is frequently measured by student performance, a factor shaped by psychological and environmental conditions, with family support serving as a crucial microsystem under developmental ecology and Self-Determination Theory. This investigation examines the connection between familial assistance and the academic success of active learners in the Home Economics Education Study Program (PKK) at Universitas Negeri Semarang. Adopting a quantitative case study design, the research involved 65 students selected through non-probability sampling using the Slovin formula ($e = 10\%$). Data were gathered via a 4-point Likert scale questionnaire assessing emotional, instrumental, motivational support, and family involvement, alongside Grade Point Average (GPA) records. Descriptive analysis and the Pearson Chi-Square test were employed to evaluate the relationship between variables. Findings indicate that 96.6% of students reporting high family support achieved high academic performance. Statistical evidence confirms a significant link ($\chi^2 = 30.039$; $df = 1$; $p < 0.001$), validating family support as a protective factor for academic achievement. Theoretically, this work expands the discourse on social determinants within collectivist cultures. Practically, the insights offer a basis for developing academic guidance policies, strengthening family engagement, and improving counseling services that are more responsive to students' conditions.

Keywords: family support, academic achievement, students, higher education

INTRODUCTION

Higher education is a strategic instrument in the development of human resources and social mobility. Within the framework of Human Capital Theory, students' academic achievement becomes a primary indicator of the quality of higher education outcomes because it reflects mastery of competencies, learning discipline, and graduates' professional readiness. The latest Education Statistics 2024 released by Badan Pusat Statistik show an increasing trend in higher education participation compared to the previous year, indicating broader access to higher education in Indonesia (Statistik, 2024). However, the expansion of access does not always correspond with the optimization of students' academic achievement. Therefore, academic attention is no longer focused solely on access but also on the determinant factors that influence the quality of students' academic achievement.

Conceptually, academic achievement is the result of the interaction between internal factors (motivation, self-regulation, and academic resilience) and external factors, particularly family support. From the perspective of developmental ecology, the family represents the closest microsystem that shapes learning orientation, academic values, and resilience in dealing with academic pressure. Family support—whether emotional, instrumental, informational, or appraisal support—has been shown to contribute to improved self-regulation and students' academic achievement (Suud et al., 2024). Amalia & Latifah, (2019) show that parental support influences the academic emotions and learning strategies of first-year students, which subsequently affects their academic achievement. Similar findings are reported by Yieng

et al., (2019) and Fernando & Rahardjo, (2022), confirming a positive relationship between family support and students' academic performance, both directly and through mediating variables. Structurally, family socioeconomic status is also correlated with academic achievement through the provision of learning resources and educational expectations (Gobena, 2018; Indrahadi & Wardana, 2020).

Within the context of the Home Economics Education Study Program (PKK) at Universitas Negeri Semarang, the issue becomes more specific and contextual. Based on the characteristics of PKK students, most of whom come from middle socioeconomic backgrounds and suburban areas, there are variations in the intensity of family support in the form of financial assistance, academic guidance, and psychological encouragement. Empirically, several phenomena have been identified within the study program environment, including: (1) fluctuations in GPA across cohorts; (2) students experiencing delays in completing their studies due to financial constraints; (3) low participation of some students in academic competitions; and (4) dual-role pressures among students who contribute to their family's economic needs. These issues are associated with academic achievement problems such as low learning motivation, poor time management, and increasing academic stress. Research by Gustems-Carnicer & Calderón, (2019) confirms that social support, including support from family, plays an important role in students' coping strategies when dealing with academic pressure. In the context of Indonesia's collectivistic culture, family support has a stronger psychosocial dimension compared to individualistic contexts, making the relevance of this variable increasingly significant.

Although several studies have examined the relationship between family support and academic achievement, most focus on first-year students or on general student populations without specifying particular study programs (Amalia & Latifah, 2019; Werang et al., 2024). Studies that specifically examine students in family-related academic programs such as PKK remain limited. Furthermore, some studies emphasize mediation models (for example through self-regulation or motivation), meaning that the direct relationship between family support and academic achievement within specific program contexts has not been widely explored. Therefore, a relevant research gap exists that warrants contextual analysis among active students of the PKK Study Program at Universitas Negeri Semarang..

The main goal of this research is to explore the link between family assistance and the scholastic success of currently active students in the PKK Study Program at Universitas Negeri Semarang. From a theoretical angle, the study hopes to add value to the understanding of social factors that drive academic performance, specifically through the lenses of educational psychology and higher education, with an emphasis on the Indonesian cultural environment. In practical terms, the results could help faculties and study programs develop better academic guidance, parental involvement strategies, and counseling services that truly reflect the family circumstances of their students. The scope of this work is restricted to active PKK students at Universitas Negeri Semarang, treating family support as the independent variable and academic achievement, calculated via Grade Point Average (GPA), as the dependent variable, which keeps the analysis clear and measurable.

METHOD

Research Design

Adopting a case study framework, this research implemented a quantitative methodology. The study aimed to analyze the association between parental assistance and educational success through the application of statistical techniques and numerical data. This methodological choice empowers investigators to systematically validate connections between distinct variables derived from empirical data (Ang et al., 2019).

The case study design was applied by focusing the research on a single bounded system, namely active students of the Home Economics Education Study Program (PKK) at Universitas Negeri Semarang (UNNES). This approach enables researchers to understand the phenomenon of the relationship between family support and academic achievement within a specific academic context (Yin, 2018).

Population and Sample

The population of this study consisted of all active students of the Home Economics Education Study Program (PKK) at Universitas Negeri Semarang (UNNES), totaling 184 students. This population was

selected because all members are students who are currently undergoing the academic process.

The sample size was determined using the Slovin formula with a margin of error of 10%, resulting in a sample of 65 students. The sampling technique used was non-probability sampling, namely active students who were willing to complete the research questionnaire. This technique was chosen because data collection was conducted online and considered the accessibility and convenience of respondents (Etikan, 2016; Setiawan, 2024).

Research Instrument

The research instrument used in this study was a questionnaire adapted from the research of Dora Ledina Togatorop concerning the relationship between family support and students' learning motivation and academic achievement. This instrument was selected because its construct aligns with the variables of this study, namely family support and students' academic achievement.

The questionnaire consisted of 17 items divided into two sections. The first section contained 16 closed-ended statements used to measure the level of family support perceived by students. These statements used a four-point Likert scale ranging from a score of 1 to 4, from strongly disagree to strongly agree. The use of a four-point scale was intended to encourage respondents to provide more decisive answers without a neutral option (Lina & Nastiti, 2025; Sani et al., 2020).

The statements in the questionnaire reflected several forms of family support, namely emotional support, instrumental support, motivational support, and family involvement in the students' academic process.

The second section consisted of one open-ended question regarding the students' cumulative Grade Point Average (GPA) up to the current semester. GPA was used as a quantitative indicator of academic achievement because it is widely used as an objective measure of academic success in higher education research (Berek et al., 2023; Siallagan et al., 2024).

Data Collection Technique

Data collection was conducted using a survey method through an online questionnaire. The questionnaire was designed using Google Forms to facilitate online distribution and completion. The questionnaire link was then distributed to active students of the PKK Study Program at UNNES through social media and student communication groups.

Before completing the questionnaire, respondents were provided with a brief explanation of the research objectives. Respondents were asked to complete all questions independently and honestly according to their experiences. The collected data were automatically stored in the Google Forms system and later downloaded as numerical data for processing and analysis.

The online survey method was chosen because it is more efficient, capable of reaching the entire target population, and minimizes the possibility of data loss.

Data Analysis

Analysis procedures utilized both descriptive and inferential statistical methods. This descriptive phase focused on outlining participant demographics such as gender, academic year, and residence, alongside the spread of family support and scholastic outcomes. Results were visualized through frequencies and percentages.

To investigate the link between family support and academic achievement, the Chi-Square test was applied. This test was chosen because the variables were categorical. Computations were run on the IBM SPSS Statistics program.

Decision making was based on the significance value (Sig.). If the significance value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that there is a significant relationship between family support and students' academic achievement. Conversely, if the significance value is greater than 0.05, the null hypothesis is accepted, indicating that there is no significant relationship between the two variables.

RESULTS AND DISCUSSION

Analysis of the Relationship Between Family Support Indicators and Students' Academic Achievement

Within this project, the family support construct was evaluated using a scale sourced from Dora Ledina Togatorop. It encompasses four primary facets: emotional, instrumental, informational, and appraisal support. Emotional support is demonstrated by the attentiveness, drive, and openness of family members to listen to students' scholastic worries. Data reveals that students sensing substantial emotional aid usually attain higher educational performance. These outcomes correspond with studies by

Roksa & Kinsley (2019), as well as Li et al., (2018), underscoring the critical role of home-based psychological encouragement for success in higher education.

Instrumental support is manifested through financial assistance for education and the provision of learning facilities. Students who receive adequate financial support and learning resources tend to demonstrate more stable academic achievement, as supported by Marley & Wilcox (2022). Informational support, reflected in the provision of advice and academic discussions within the family, is also positively related to students' motivation and learning adaptation (Stokoe et al., 2024). Meanwhile, appraisal support in the form of appreciation and positive expectations from family members strengthens students' academic self-confidence and contributes to their learning outcomes. (Ambe et al., 2024).

The academic achievement variable in this study was measured based on the cumulative Grade Point Average (GPA) of active students in the PKK Study Program at Universitas Negeri Semarang as an objective indicator of learning outcomes. The analysis results show a positive relationship between family support and GPA, indicating that the higher the students' perception of family support across the four indicators, the higher their tendency to achieve better academic outcomes. These findings confirm that family support plays a significant role in supporting academic success in higher education.

Results of the Cross-Tabulation Analysis of Family Support and Academic Achievement

The relationship analysis was conducted by first presenting the cross-tabulation distribution between the family support variable and academic achievement before performing the Chi-Square test between variables. The results of the cross-tabulation analysis of family support and academic achievement are presented in Table 1.

Table 1. Cross-Tabulation Analysis Results of Family Support and Academic Achievement

family support * academic achievement Crosstabulation					
			Academic Achievement		Total
			High	Low	
Family Support	High	Count	56	2	58
		% of Total	86.2%	3.1%	89.2%
	Low	Count	2	5	7
		% of Total	3.1%	7.7%	10.8%
Total		Count	58	7	65
		% of Total	89.2%	10.8%	100.0%

Based on Table 1, the cross-tabulation results show that out of 58 students who have high family support, 56 students (96.6%) are in the high academic achievement category, while 2 students (3.4%) are in the low achievement category. Conversely, among the 7 students with low family support, 5 students (71.4%) are in the low achievement category, and 2 students (28.6%) are in the high achievement category.

Proportionally, almost all students with high family support demonstrate high academic achievement. In contrast, the majority of students with low family support fall into the low achievement category. This distribution pattern indicates a clear difference between the groups. To determine whether this difference is statistically significant, a Chi-Square test was subsequently conducted.

Analysis of the Results of the Relationship Test Between Family Support and Academic Achievement (Chi-Square)

Table 2. Results of the Chi-Square Test of Family Support and Academic Achievement

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	30.039a	1	.000		
Continuity Correction ^b	23.381	1	.000		
Likelihood Ratio	18.641	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	29.576	1	.000		
N of Valid Cases	65				

Table 2 displays the outcomes of the Pearson Chi-Square test, showing a χ^2 value of 30.039 against 1 degree of freedom and a p-value of 0.000 ($p < 0.05$). This outcome points to a significant statistical link between familial backing and student scholastic results. Reliability is further confirmed through Fisher's Exact Test, which yielded the same 0.000 significance, validating the finding despite the presence of small frequency cells. Consequently, the statistical evidence firmly establishes that there is a significant association between the amount of family support perceived by active students in the PKK Study Program at Universitas Negeri Semarang and their level of academic achievement.

A significant link between family backing and academic performance is revealed by the results of this investigation. Notably, learners benefiting from robust parental support consistently achieve superior educational outcomes relative to those with limited assistance.

These findings are consistent with Self-Determination Theory, which states that the need for relatedness is one of the basic psychological needs that supports intrinsic motivation and academic performance (Ryan & Deci, 2017). Family support can fulfill this need through attention, encouragement, and communication that support students' self-regulation.

Research in the past decade has shown that family support is positively related to academic engagement, self-regulated learning, and students' academic resilience (Guo et al., 2021; Wang & Eccles, 2020). Such support increases students' self-confidence, academic persistence, and their ability to cope with academic pressure.

A study by Benner et al. (2016) also indicates that family involvement remains significantly influential in academic success from secondary education through the transition to higher education. In addition, a meta-analysis by Pinguart (2016) shows that supportive parenting patterns and family support are positively correlated with academic achievement.

While the majority of students in this study resided in dormitories or boarding facilities, they nonetheless reported receiving significant familial support. Such a finding suggests that support is not limited by geographical distance, but rather relies on the quality of communication and the strength of interpersonal bonds. Thus, the outcomes reinforce the empirical evidence indicating that familial backing is a crucial protective factor for academic success within tertiary education.

This study has several limitations, including the relatively small sample size ($n = 65$), the cross-sectional design which does not allow causal inference, and the use of self-report instruments that may lead to respondents' perception bias.

CONCLUSION

The cumulative data gathered from this investigation points to a clear, statistically significant correlation linking familial assistance with the scholastic success of current students enrolled in the PKK Study Program at Universitas Negeri Semarang. Such backing, encompassing emotional encouragement, motivational drive, or practical aid, fosters enhancements in how students regulate their own learning, boosts their resilience against academic challenges, and nurtures their mental health, all of which converge to elevate their grades. Consequently, the primary aim of this research—to empirically examine the link between familial aid and scholastic outcomes—has been fulfilled, confirming that students who perceive greater levels of support from their households tend to demonstrate superior academic results.

From a practical standpoint, these results underscore that parental engagement remains crucial for nurturing educational progress, even when students are pursuing tertiary education. Initiatives designed

to enhance dialogue within families, offer educational guidance to parents, or foster partnerships between the institution and households could act as proactive measures to boost scholastic success. Looking ahead, scholars are advised to delve deeper into potential mediators like self-efficacy, motivation to learn, or self-regulation, while also utilizing longitudinal methodologies to track how familial support impacts academic performance over an extended period.

REFERENCES

- Amalia, R., & Latifah, M. (2019). Parental support, academic emotion, learning strategy, and academic achievement on first year student. *Journal of Family Sciences*, 4(1), 14–28.
- Ambe, B., Amalu, M., & Bekomson, A. (2024). Impact of Familial and Social Stressors on University Students' Learning Outcomes, Satisfaction, and Academic Achievements. *The International Journal of Social Sciences and Humanities*.
- Ang, C. S., Lee, K. F., & Dipolog-Ubanan, G. F. (2019). Determinants of first-year student identity and satisfaction in higher education: A quantitative case study. *SAGE Open*, 9(2). <https://doi.org/10.1177/2158244019846689>
- Benner, A. D., Boyle, A. E., & Sadler, S. (2016). Parental involvement and adolescents' educational success. *Journal of Youth and Adolescence*, 45(6), 1053–1064. <https://doi.org/10.1007/s10964-016-0431-4>
- Berek, P. A. L., Sanan, Y. C. U., Fouk, M. F. W. A., Rohi, E. D. F. R., & Orte, C. J. S. (2023). Hubungan Antara Kemandirian Belajar dan Motivasi Belajar dengan Prestasi Akademik Mahasiswa. *Jurnal Ilmiah Pendidikan Citra Bakti*, 10(1 SE-Articles), 106–118. <https://doi.org/10.38048/jipcb.v10i1.1578>
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fernando, D., & Rahardjo, W. (2022). How about family social support and internet addiction influence academic achievement in students at the X University. *International Journal of Research Publication*.
- Gobena, G. A. (2018). Family socio-economic status effect on students' academic achievement at college of education and behavioral sciences. *Journal of Teacher Education and Educators*, 7(3), 207–222.
- Guo, J., Marsh, H. W., Parker, P. D., Morin, A. J. S., & Dicke, T. (2021). Extending expectancy-value theory predictions of achievement. *Learning and Instruction*, 73, 101451. <https://doi.org/10.1016/j.learninstruc.2020.101451>
- Gustems-Carnicer, J., & Calderón, C. (2019). Stress, coping strategies and academic achievement in teacher education students. *European Journal of Teacher Education*, 42(3), 375–390. <https://doi.org/10.1080/02619768.2019.1576629>
- Indrahadi, D., & Wardana, A. (2020). The impact of sociodemographic factors on academic achievements among high school students in Indonesia. *International Journal of Evaluation and Research in Education*, 9(4), 1051–1058.
- Li, J., Han, X., Wang, W., Sun, G., & Cheng, Z. (2018). How Social Support Influences University Students' Academic Achievement and Emotional Exhaustion: The Mediating Role of Self-Esteem. *Learning and Individual Differences*.
- Lina, N., & Nastiti, D. (2025). Positive Correlation of Social Support and Academic Flow in Biology Students: Korelasi Positif antara Dukungan Sosial dan Aliran Akademik pada Mahasiswa Biologi. *Academia Open*, 10(2 SE-Philosophy. Psychology. Religion), 10.21070/acopen.10.2025.7727. <https://doi.org/10.21070/acopen.10.2025.7727>
- Marley, S. C., & Wilcox, M. J. (2022). Do Family and Peer Academic Social Supports Predict Academic Motivations and Achievement of First-Year College Students? *Journal of Applied Research in Higher Education*.
- Pinquart, M. (2016). Associations of parenting styles and dimensions with academic achievement. *Educational Psychology Review*, 28, 475–493. <https://doi.org/10.1007/s10648-015-9338-y>
- Roksa, J., & Kinsley, P. (2019). The role of family support in facilitating academic success of low-income students. *Research in Higher Education*, 60(4), 415–436. <https://doi.org/10.1007/s11162-018->

9517-z

- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Sani, D. N., Fandizal, M., & Astuti, Y. (2020). Motivasi Belajar Mahasiswa Keperawatan Meningkatkan Dengan Dukungan Sosial Orang Tua. *Jurnal Keperawatan Widya Gantari Indonesia*, 4(2), 110. <https://doi.org/10.52020/jkwgi.v4i2.1903>
- Setiawan, A. R. I. (2024). *Statistik Untu Penelitian*. Pusat Penerbit STIE Ganesha, 1–23.
- Siallagan, R., Sitanggang, M., Manurung, L., & Tambunan, T. (2024). Pengaruh Dukungan Keluarga Terhadap Prestasi Belajar Mahasiswa Program Studi Manajemen Universitas HKBP Nommensen MEDAN. *JMRI Journal of Multidisciplinary Research and Innovation*, 2, 21–25. <https://doi.org/10.61240/jmri.v2i3.76>
- Statistik, B. P. (2024). *Statistik Pendidikan 2024*. Badan Pusat Statistik.
- Stokoe, M., Nordstokke, D., & Wilcox, G. (2024). First Year Students' Perceptions of the Transition to University: The Role of Informational, Instrumental, and Emotional Support. *Journal of Research in Education and Learning*.
- Suud, F. M., Agilkaya-Sahin, Z., & Na'imah, T. (2024). The impact of family social support on academic resilience in Indonesian and Turkish students: The mediating role of self-regulated learning. *International Journal of Adolescence and Youth*. <https://doi.org/10.1080/02673843.2024.2361725>
- Wang, M. T., & Eccles, J. S. (2020). Social support matters: Longitudinal effects on engagement and achievement. *Child Development*, 91(3), e627–e645. <https://doi.org/10.1111/cdev.13236>
- Werang, B. R., Agung, A. A. G., Pio, R. J., & Jim, E. L. (2024). Exploring the effect of parental support and school environment on student academic achievement: A survey study. *International Journal of Evaluation and Research in Education*.
- Yieng, L. W. S., Katenga, J. E., & Kijai, J. (2019). The effect of parental support on academic performance among students at Asia-Pacific International University. *International Scholars Conference Proceedings*.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods (6th Editio)*. Sage Publications.