



The Relationship Of Family Support On Academic Achievement Of Midwifery Students At The Midwifery Academy

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ABSTRACT

The factors that influence achievement in the world of education are multi-dimensional consequences that link several factors, including family, community, school, peers and the students themselves. The purpose of this research is to find out whether there is a relationship between family support and student achievement. The research that will be carried out includes research that uses analytical observational studies with a cross-sectional research design. The sampling technique used purposive sampling, namely respondents who were willing to take part in the research. Sampling was carried out using a Google form link which was distributed via WhatsApp to all midwifery students. The type of analysis in this research uses the Kendall Tau test analysis. The results of the research obtained a p value of 0.021 which shows that there is a significant relationship between family support and the level of student academic achievement as evidenced by the Grade Point Average (GPA) with a correlation coefficient value of 0.362 showing that there is a sufficient correlation or relationship between family support and student academic achievement

Keywords: *Family Support, Academic Achievement, Midwifery Student*

INTRODUCTION

Education is one of the main factors that drives a person to achieve success. Academic achievement is an achievement that can be seen in a person's level of success in education. Where the level of academic achievement can be influenced by various aspects, one of which is parental support (Adisunarno et al., 2024).

Achievement is the result achieved from an activity process that takes place well and learning achievement is a satisfactory result from a good learning process (Puspita, 2023). The factors that influence achievement in the world of education are multi-dimensional consequences that link several factors, including family, community, school, peers and the students themselves. (Sadirman, 2017). Education is one means of forming and creating quality human resources (Mariyana, 2020). Education is an activity that is deliberate and conscious with full responsibility, so that desired interactions occur and can occur continuously (A'yuni, 2022).

Education is an important means of creating quality humans (Kuswariningsih et al., 2016). One indicator of the success of the business achieved is learning achievement. One of the family support efforts that parents can provide for their children is to provide motivation or

support for children to study more diligently so that they can achieve the achievements they desire (Yulianto, 2018),

Family support is an interaction developed by parents through care, comfort, approval and various positive feelings of parents towards children. The form of family support is emotional support in the form of appreciation, attention, love, trust and willingness to listen. Instrumental support is in the form of financial assistance, opportunities and environmental modifications. Informative support is in the form of advice, direct direction and information. Assessment support takes the form of a positive assessment of the child (Zainuddin et al., 2019).

The role of the family is one of motivation and support in facing and overcoming all obstacles and disturbances both from within and outside in improving learning achievement. Family support can help realize student enthusiasm in the learning process (Yulianto, 2018).

Motivation to learn is influenced by internal and external factors, factors outside the individual, one of which is the family, family factors have an important influence on a person's motivation to learn. Parents show direct involvement in children's learning, children see parental encouragement as the main thing in directing goals (Pieters & Agustina, 2021),

Academic achievement can show a person's level of success after going through the learning process in making changes and developments. Academic achievement is a benchmark for seeing student success in mastering the learning material provided during the learning process. Academic achievement can be achieved optimally if accompanied by self-motivation and family support (Wigianti, 2017).

Love, support, attention and motivation from the family can create a healthy mentality for children. On the other hand, a harsh and cruel attitude can give rise to emotional inequality so that children have difficulty learning. Learning guidance from people who know children is very necessary in an effort to foster an attitude of maturity and responsibility (A'yuni, 2022).

Based on the description above, family support is one of the factors that influences student learning and achievement. The specific purpose of this research is to determine the relationship between family support and the academic achievement of midwifery students at the Harapan Ibu Pekalongan Midwifery Academy.

METHOD

The type of research used is research that uses analytical observational studies with a cross-sectional research design. The

population in this study were 40 midwifery students from the Harapan Ibu Pekalongan Midwifery Academy class of 2022th. The sampling technique used purposive sampling, namely respondents who were willing to take part in the research. Sampling was carried out using a Google form link which was distributed via WhatsApp to all midwifery students at the Harapan Ibu Pekalongan Midwifery Academy class of 2022. The instrument used to obtain data was using a structured interview method in the form of a closed and open question questionnaire. The questionnaire contains questions that are used to obtain data or information related to family support and student academic achievement results. The questions asked are in the form of a checklist regarding family support and respondents provide answers by ticking (√) according to the desired results. The data analysis technique used is quantitative data analysis. Data analysis in this research consists of univariate analysis and bivariate analysis. Univariate analysis or variables analyzed in this research are demographic data to analyze age and place of residence. Bivariate data analysis was carried out to determine the relationship between family support and student learning achievement. The type of analysis in this research is that the researcher uses the Kendall Tau test analysis.

RESULTS AND DISCUSSIONS**A. Responden characteristics****Result****Table 1. Responden Characteristics**

Responden Characteristics	Criteria	Amount	(%)
Age	< 20	6	15
	20 – 25	33	82,5
	>25	1	2,5
Residence	Home	34	85
	Boarding Hause	5	12,5
	Relative's Hause	1	2,5
GPA	Not Satisfying	0	0
	Satisfying	0	0
	Very Satisfying	20	50
Family Support	Cumlaude	20	50
	High	28	70
	Currently lower	10	25
Amount		50	100

Based on the results of research on the characteristics of respondents based on age, it was found that a small proportion of respondents were < 20 years old, namely 6 respondents (15%) and the majority of respondents were between the ages of 20 - 25 years, namely 33 respondents (82.5%). Age is an individual's age from birth to death, the ability to think increases with age (Riwidigdo, 2013).

School age is one of the most important phases in achievement because at this age they are oriented outside themselves, for example looking for peers to meet their physical needs, at this age they need peer groups, have a very big competitive urge. At the end of school, the most important thing is the child's attitude towards authority (power), especially

parents and teachers. The family plays a very important role in the student's learning process and in improving their learning achievement (Ningsityas, 2011),

Based on the results of research on the characteristics of respondents based on place of residence, it shows that a small proportion of respondents live with relatives, namely 1 respondent (2.5%) and the majority live in their own home or with their parents, namely 34 respondents (85%).

Based on the results of research on the characteristics of respondents based on the cumulative achievement index, it was found that some of the respondents with a very satisfactory IPK were 20 respondents (20%) and the rest of the respondents had a cum

laude IPK as many as 20 respondents (50%).

Achievement is the result obtained by students after carrying out learning activities within a certain period of time which results in changes in knowledge, skills and attitude values. The higher the family support, the better the academic achievement results will be, and vice versa. Good academic achievement can be measured after carrying out learning activities, therefore studying at home will also be able to improve student academic achievement (Arianah et al., 2019).

Based on the results of research on the characteristics of respondents based on family support, it was found that the majority of respondents had high family support, namely 28 respondents (70%) and a small number of respondents had less family support, namely 2 respondents (5%).

Family support has a big psychological influence on children's learning activities. Children will be more active in studying if their family provides positive support for them, because children know that it is not only themselves who want to progress but their family also provides this encouragement.

Family and parental support have an important role because the family is the first learning place in life. Parents are the first teachers for children, parents have an important role in children's learning achievements (Puspita, 2023).

Family support, especially parents, has an important role in influencing children's learning achievements. The higher the level of support given by parents, the better the children's financial achievements will be. Therefore, parental support influences learning achievement and can improve learning achievement results (Marwan et al., 2024).

B. Bivariate Analysis

1. Cross Table Test Results of the Relationship between Family Support and Midwifery Student Academic Achievement

Table 2. Cross table Test Results of the Relationship between Family Support and Midwifery Student Academic Achievement.

Family Support	Academic Achievement										<i>p value</i>
	Not Satisfyin g	%	Satisfyin g	%	Very Satisfyin g	%	Cumlau de	%	Amou nt	%	
Lower	0	0	0	0	1	2,5	1	2,5	2	5	0,021
Currently	0	0	0	0	9	22,5	1	2,5	10	25	
High	0	0	0	0	10	25	18	45	28	70	

Based on the results of the crosstable test, it shows that the majority of respondents who have high family support with a level of achievement in the cum laude category are 18 respondents (45%) and respondents who have high family support with a very satisfactory level of academic achievement are 10 respondents (25%).

Achievement is a real ability resulting from the interaction between various factors that influence both inside and outside the individual.

Achievement is a result that a person has achieved as proof of the effort that has been made. Meanwhile, personal achievement includes learning achievement or what is often called academic achievement and non-academic achievement. Academic achievement or learning achievement is a learning process experienced by students and results in changes in the areas of knowledge, understanding, application, analytical power, synthesis and evaluation (Retnowati et al., 2016).

2. Results of Product Moment Correlation Analysis

Correlations

			IPK	dukungan keluarga
Kendall's tau_b	IPK	Correlation Coefficient	1.000	.362*
		Sig. (2-tailed)	.	.021
		N	40	40
	dukungan keluarga	Correlation Coefficient	.362*	1.000
		Sig. (2-tailed)	.021	.
		N	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

Discussion

Based on the table above, it is known that N is the number of research

data, namely 40 with a p value of 0.021, which can be concluded that there is a significant relationship between family support and the level of student academic achievement as evidenced by the grade point average (GPA). Furthermore, from the results of this analysis it is known that the correlation coefficient is 0.362, so this value shows that there is a sufficient correlation or relationship between family support and student academic achievement. This theory is in line with the results of (Rahmawati et al., 2015) research on the relationship between family social support and learning achievement. The results show a significant relationship between family social support and academic achievement. The high and low levels of achievement obtained by students are learning outcomes or comprehensive assessment results

Family support is an external factor that can influence student academic achievement (Retnowati et al., 2016). A person's learning success is influenced by several factors, one of which is family support. Weak or lacking family support can cause students' interest in learning to decrease. Meanwhile, according to (Suryagustina et al., 2020). who conducted research on the relationship between family support and student learning achievement, stated that there was a significant relationship between family

support and student academic achievement in the fifth semester of the Aisyiyah University nursing study program with a p value of 0.000.

Family support is support and assistance provided to other family members in the form of goods, services, information and advice that can provide a feeling of comfort, security and feeling loved and appreciated. There are various forms of parental support, namely emotional support, instrumental support, informative support and assessment support. In creating a safe, comfortable and conducive atmosphere for development, children need support, guidance and motivation from parents (Siallagan et al., 2024).

Based on the results of research conducted, it shows that the majority of respondents who have high family support with a level of achievement in the cum laude category are 18 respondents (45%) and respondents who have high family support with a very satisfactory level of academic achievement are 10 respondents (25%). Researchers concluded that high family support influences student academic achievement so that student academic achievement becomes high too. Difficulty in receiving learning during the lecture process can cause student academic achievement to decline, therefore support is needed from family or people closest to them in

providing student learning motivation, paying attention to the tasks they have and creating a comfortable atmosphere for the learning process at home.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that several important things in this research are as follows: the majority of respondents who had high family support achieved superior academic achievements, and there was a relationship between family support and student academic achievements at the Harapan Ibu Pekalongan Midwifery Academy.

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