

The Impact of Family Support on Adolescent Engagement During Online Learning: Empirical Study from Makassar City

Nirwana Permatasari¹, Yassir Arafat², Liliana Sutanto³, Farid Firmansyah⁴

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Article Info

Abstract

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This study aims to determine the contribution of family support to school engagement among adolescents in Makassar during online learning. One hundred and thirty-four adolescents aged between 14-21 years old were selected as a sample for this research using accidental sampling. The students filled out two instruments: the School Engagement Measure (SEM) and Family Support, adapted and modified). Data were analyzed by using the simple linear regression analysis. This study shows that family support contributes significantly to school engagement among adolescents in Makassar during online learning. The contribution of family support to school engagement is 17.7% ($R^2 = 0.177$; $Sig = 0.000$), while the rest of 82.3% are affected by other variables.

Abstrak

Kata kunci:

Family support,
School engagement,
Remaja,
Pembelajaran daring

Penelitian ini bertujuan untuk mengetahui kontribusi *family support* terhadap *school engagement* remaja di Makassar selama pembelajaran daring. Sampel dalam penelitian ini adalah sebanyak 134 orang dengan rentang usia 14-21 tahun yang dipilih melalui *accidental sampling*. Alat ukur yang digunakan adalah *School Engagement Measure* (SEM) dan *Family Support* yang telah diadaptasi dan dimodifikasi. Data dianalisis dengan menggunakan uji regresi sederhana. Hasil penelitian ini menunjukkan bahwa *family support* berkontribusi secara signifikan terhadap *school engagement* remaja di Makassar selama pembelajaran daring. *Family support* memberikan kontribusi yang signifikan terhadap *school engagement* sebesar 17.7% ($R^2 = 0.177$; $Sig = 0.000$) dan 82.3% dipengaruhi oleh variabel lain diluar penelitian ini.

¹ Universitas Hasanuddin, Makassar, Indonesia
Email: nirwana@unhas.ac.id

² Universitas Hasanuddin, Makassar, Indonesia
Email: yassir.arafat.usman@unhas.ac.id

³ Universitas Hasanuddin, Makassar, Indonesia
Email: lilianasutanto09@gmail.com

⁴ Universitas Hasanuddin, Makassar, Indonesia
Email: faridfirmansyah707@gmail.com

INTRODUCTION

Adolescence is the age for a person to achieve self-identity. The commonly used adolescent age range is 12 to 21 years (Desmita, 2015). At this age range, identity formation is a significant experience for adolescents. Adolescents are said to have been able to form their identity when they can organize their abilities, needs, interests, and tendencies into social context (Papalia, 2011). This can be awakened in adolescents when adolescents can explore appropriately and commit (Kroger, Martinussen & Marcia, 2009). Purwandi (2004) states that exploration is an activity carried out to explore and seek information or alternatives related to future interests. Commitment is an attitude that tends to stay and be consistent toward the option that has been chosen and is believed to be the best and most practical choice for the future. Therefore, adolescents need to learn and train themselves to explore and commit to achieving self-identity. The learning process that teenagers engage in regularly in the school environment can play an essential role in accommodating teenagers to explore themselves optimally. At adolescence, a person is no longer oriented to the family environment but turns to an external environment that can facilitate adolescent interest.

School is one of the social environments for adolescents that plays an essential role in shaping adolescent self-identity. In this case, a school is a place that provides various facilities in the form of academic and non-academic activities that teenagers can learn from. Adolescents actively involved in these multiple activities will undoubtedly have more significant opportunities to carry out various explorations and form self-identity (Purwandi, 2004). Purwandi (2004) states that one factor influencing adolescent self-identity is how many adolescents can find components from various sources to help develop their identity. Therefore, students as students need to be involved in multiple activities to facilitate the exploration process.

Fredricks, Blumenfeld, and Paris (2004) explain the forms of student involvement in schools. In this case, Fredricks, Blumenfeld, and Paris (2004) state that school engagement is a multidimensional construct that refers to student involvement in schools in three dimensions, namely, participation in emotional, behavioral, and cognitive aspects. Emotional engagement is the emotional involvement of students toward teachers, friends, or academic and school activities, such as interest in learning, boredom, sadness, annoyance, and anxiety about theoretical matters. Behavior engagement (behavioral involvement) is students' positive behavior in the classroom and the school environment, student involvement in the learning process and completing academic tasks, and active participation in school activities or organizations. Cognitive engagement (cognitive involvement) is the willingness and attention given by students to understand the learning material or develop specific skills.

All dimensions of school engagement are believed to affect student achievement at school. Various research results support this. Fredricks, Blumenfeld, and Paris (2004) state that students who can be optimally involved in school show positive academic presentation results, while disengaged students will experience more dropouts. In addition, in their research, Wonglorsaichona, Wongwanich, and Wiratchai (2014) also show a relationship between the variables of school engagement and student achievement. In this case, it was found that school engagement has a significant relationship with student achievement. Not only that, Arlinkasari and Akmal (2017) found that academic efficacy is positively correlated with school engagement, so the higher the school engagement of students, the higher their educational efficacy. This shows that adolescents' involvement as students in schools can be a forum that helps adolescents' self-development in achieving self-identity. It's just that, in fact, the behavior of students, especially those in their teens, shows that there is a problem with (school engagement), especially in the era of the new normal, which requires students to take online learning courses. A survey conducted by Pujiasih (2020) found that out of 322 students, 55% of students were not happy with online learning. Duraku and Hoxha (2020), in their research, also found that during online learning, students did not focus on the lesson because their motivation to learn was decreasing.

The research results above show students' school engagement during online learning, especially in the new normal era. Research conducted by Duraku and Hoxha (2020) found several things that caused students' school engagement problems during online learning: the limited availability of study spaces at home and family interference. Kapasia et al. (2020) also found similar results regarding the obstacles experienced by students while studying at home, namely the atmosphere and home conditions that were not conducive to learning. In addition, several other studies have found problems with the limited internet network at home (Pratiwi (2020); Purwanto et al. (2020); Kapasia et al. (2020)).

The various surveys and research results above show that the obstacles experienced by students while studying at home are related to the learning facilities at home and the atmosphere at home. With the help of support from family members, all of these obstacles can be more likely to be overcome by students. In this case, family support is the attitude, action, and acceptance of the family toward family members who are supportive and willing to assist if needed (Friedman, 1998). Family support can make a person feel cared for, valued, and loved. Family support can be in the form of internal family support, such as support from a partner, support from siblings, support from children, and external family support, such as support from extended family, friends, neighbors, and schools.

House (in Smet, 1994) states that family support consists of four aspects, namely: emotional support, appreciation support, instrumental support, and informational support. Emotional support is support provided by the family in comfort, trust, and attention to individuals to encourage them to share and see new aspects of their life experiences. Appreciation support is in the form of giving appreciation or positive assessments to individuals for their achievements to make individuals feel valued and more confident. Instrumental support includes providing physical support such as services and financial and material assistance to support the smooth running of work/tasks to ease the burden borne by individuals. Information support includes providing advice, direction, and considerations about what individuals need to do in dealing with personal work or task problems. Fortune (2008) states that a child who has reached adolescence still needs support from his family in all aspects of his life as the closest environment. Santrock (2003) also states that children grow and develop at youth, so they need adults who can understand and treat them wisely. Therefore, the presence and support of the family, both materially and non-materially, is required to optimize the students' participation in the online learning process.

Based on the above, the researchers are interested in further studying how big family support contributes to student school engagement in the current new normal era. This is considered important because the intervention innovations currently carried out by education observers are more related to educators' learning content or teaching skills. On the other hand, through various previous studies, it was found that the things that cause students to be unmotivated in participating in online learning are not only due to the content of learning materials or online teaching abilities possessed by educators, but also related to the learning facilities provided by parents and the atmosphere that is built at the student's home. Therefore, researchers are interested in studying further the factors of family support in influencing the involvement of students in online learning in the current new normal era.

METHOD

The population in this study were high school students and active students in Makassar City. The accidental sampling technique determines the sample because the population is infinite. Accidental sampling is a technique by chance, and anyone the researcher meets at the place, time, and method chosen by the researcher can be selected as a sample (Widiyanto, 2013). The sample size in this study was 134 people aged 14-21 years. The selection characteristics of this study consisted of 76% female, 24% male, 71% high school students, and 29% university students.

The school engagement variable was measured using the School Engagement Measure (SEM) with a Likert scale of 1-5. This measuring tool was developed by Fredricks, Blumenfeld, Friedel, and Paris (in Moore & Lippman, 2005) and has been adapted into Indonesian by Hamid (2019). This measuring instrument consists of 19 items and measures three components of school engagement, namely emotional engagement, behavior engagement, and cognitive engagement. Modifications made to this measuring instrument is to add indicators and items to the measuring instrument. These modifications resulted in 11 new items, so the measuring instrument's total items were 30. After going through the factorial validity test in the form of a factor analysis approach with procedures confirmatory factor analysis or CFA, it was concluded that the measuring instrument met the criteria of good fit (RMSEA = 0.07; CFI = 0.9) with a total of 19 valid items. The reliability coefficient of Cronbach's alpha measuring instrument after the validity test is 0.876, which means the measuring instrument is included in the reliable category.

The family support variable was measured using family support measuring instrument with a Likert scale on a scale of 1-5. This measuring tool was developed based on the theory from Friedman (1998) and has been adapted into Indonesian by Firmansyah (2018). This measuring instrument consists of 44 items and measures four family support components: emotional support, appreciation support, instrumental support, and informational support. Modifications made to this measuring instrument is to add indicators and items to the measuring instrument. The results of these modifications produce one new item, so the total item of the measuring instrument is 45 items. After going through the factorial validity test in the form of a factor analysis approach with procedures confirmatory factor analysis, or CFA, it was concluded that the measuring instrument met the criteria of good fit (CFI = 0.95; PNFI = 0.85; NFI = 0.91) with a total of 31 valuable items. The reliability coefficient of Cronbach's alpha measuring instrument after the validity test is 0.956, which means the measuring device is included in the very reliable category.

The data obtained in this study were analyzed using a simple regression test. A simple regression test was used to determine the contribution of the family support variable to the school engagement variable based on the total score of the two measuring instruments used in the data collection process. The initial stage for performing the correlation test is obtained, showing that the data is usually distributed and there is a linear relationship between the research variables. If the assumption test is met, the data obtained can be done through a correlation test.

FINDINGS AND DISCUSSION

Table 1. Normality Test

Variabel	N	Asymp Sig. (2-tailed)
Family Support	134	.987
School Engagement		

Table 1 shows the normality test results on the school engagement and family support variables using the Kolmogorov-Smirnov Test for Normality. A normality test was conducted on 134 research participants. The normality test results showed a significance value of 0.200 (> 0.05), which means that the data obtained in the study were normally distributed.

Table 2. Linearity Test

Variabel	N	Linearity (Sig.)
Family Support	134	.000
School Engagement		

Table 2 shows the results of the linearity test on the variables of school engagement and family support. A linearity test was conducted on 134 research participants. The results of the linearity test show a significance value of 0.000 (< 0.05), which means that there is a linear relationship between the two variables in this study.

Table 3. R-Square Test

Variabel	N	R	R Square	Sig (2-tailed)
Family Support School Engagement	134	.421	.177	.000

Table 3 shows the results of a simple regression test on the variables of family support and school engagement. Based on the table, the correlation index (R) of family support for school engagement is 0.421. The positive correlation value indicates that the higher the family support, the higher the school engagement for high school students and college students in Makassar City. On the other hand, the lower the family support, the lower the school engagement. The correlation index value of 0.421 is included in a reasonably strong relationship category.

The R square value of 0.177 indicates the effective contribution of family support to school engagement. This value shows that family support contributes to school engagement by 17.7%, and other factors influence it by 82.3%. In addition, the significance value obtained from this regression test is 0.000 (<0.05), which means that there is a significant contribution between the two variables in this study. Based on the results of the data analysis that has been carried out, it is known that H1 is accepted, which means that there is a significant contribution of family support to Makassar youth school engagement during online learning.

Family support is an attitude, action, and acceptance given by the family to other family members who are supportive and always ready to assist if needed. Support can make individuals, including students, feel cared for, valued, and loved (Friedman, 2010). Then, school engagement is the involvement of students in school, which can be reflected through emotional involvement, behavioral involvement, and cognitive involvement. One factor influencing school engagement is individual needs. When individuals need is relatedness. The need for this relationship refers to a feeling of connection with others, the need to feel cared for, and the presence of a sense of community with other individuals. This shows that the relationships built by students, including relationships with families, can affect student engagement in school (Fredrick, Blumenfield, & Paris, 2004).

The results of this study are in line with several previous studies. Research conducted by Gutierrez et al. (2017) on adolescents aged 14 to 22 years showed that support from families and teachers could increase school engagement and adolescent satisfaction with school. In addition, the results of research conducted by Miranti, Suwarni, and Rahmawati (2021) on high school students also showed an effect of parental social support on student engagement. This support affects a 27% increase in school engagement among students. In their research on the factors that influence school engagement, Lam et al. (2015) also found that one of these factors is support from parents. Other factors that influence school engagement are school conditions (institutions) and support from teachers or instructors.

The subjects in this study were teenagers aged 14 to 21 years. At a young age, individuals still need support from their families in all aspects of their lives. Family, including parents, is the closest environment for individuals (Rejeki, 2008). Adolescents need the presence of adults who can understand and treat them wisely (Santrock, 2003). Based on this explanation, it can be understood that adolescents still need support from adults in their immediate environment. In the context of this study, the adults are parents or families of teenagers. Adolescents' support from their families can positively influence adolescents, including their involvement in learning at schools and institutions.

Although the study results show that family support has a role in influencing adolescent school engagement, the contribution is only 17.7% in influencing adolescent school engagement. The small value of this contribution can occur because although adolescents need support from their families, adolescents are also at a stage where individuals are no longer fully oriented to the family

environment. Adolescents are at an age where they need to explore the external environment to facilitate their interests. This exploration is critical because it can affect adolescents' forming their identity and developing their abilities (Papalia, 2011; Purwandi, 2004). Therefore, adolescent life is no longer centered on the family environment. Still, adolescents begin to explore the external environment so that support from various aspects outside the family can also significantly contribute to adolescents' lives. This includes the lives of teenagers at school. This aligns with Estell and Perdua's (2013) research, which showed that peer support influenced adolescent school engagement. The support provided by peers can increase the emotional involvement of adolescents in participating in learning. In addition, research conducted by Prihandini and Savitri (2020) also shows that teacher support contributes 38.7% too high school student engagement in Bandung. Therefore, it can be concluded that support from various aspects outside the family, such as support from peers or teachers, can affect student involvement in school.

CONCLUSION

Based on the results of the research and discussion that have been presented, it can be concluded that there is a contribution of family support to the school engagement of adolescents in Makassar during online learning. The contribution of family support to school engagement is 17.7% and is declared significant. Other factors not examined in this study influence the additional 82.3% of school engagement. The analysis results also show a positive correlation between the variables of family support and school engagement with a coefficient of 0.421, which means this correlation is included in the moderate category. This finding shows that when teenagers feel that their family supports them in online learning, it can significantly impact adolescent school engagement.

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