

THE ROLE OF PARENTAL SUPPORT ON LEARNING ACHIEVEMENT OF JUNIOR HIGH SCHOOL STUDENTS IN YOGYAKARTA

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Abstract: One of the important parts of a person's life is an achievement. because the desire to achieve is part of the social motives that a person has. Among the social motives is the motive to achieve because it will be able to improve performance and try to achieve maximum achievement. Achievement in the world of education is a consequence of various interests that connect various factors including family, community, school, peers and the students themselves. This study aims to determine the contribution of parental support to junior high school student achievement. This research design is to reveal various things that are summarized in a construct or dynamics of parental support on achievement. The research subjects were 248 junior high school students in Yogyakarta. Data collection in this study used a qualitative survey method with open-ended question type interviews. The results showed that the contribution of direct social support from the family played the most role in achievement, which amounted to 84.4 percent in the subject, followed by friends by 7.0 percent and teachers by 5.8%. From these results it is clear that the contribution of direct social support from family followed by friends and teachers is the most instrumental contribution to student achievement.

Keywords: Family Support; Social Support; Achievement; Junior High School.

INTRODUCTION

An important part of a person's life is achievement. That's because the desire for achievement is part of the social motive that a person has. A psychology expert McClelland explained that every human being has social motives. This social motive is divided into three, namely the first is the achievement motive (need for achievement, the second is the affiliation motive (need for affiliation), and the third is the power motive (need for power). Achievement is important for someone because it will be able to improve performance and try to achieve maximum achievement (Raito & Baety, 2022).

Quality human resources are born from the education process (Sulisworo, 2016). Unfortunately, the quality of education in Indonesia in the last decade is very concerning. This indicates the existence of problems in the education system in Indonesia in terms of ideological, technical and practical perspectives such as the wrong educational paradigm underlying the entire organization of the education system, the high cost of education, low physical facilities, low student achievement, increasing failure and low teacher welfare. Empirical evidence shows that achievement in education is a multi-dimensional consequence that connects various factors including family, community, school, peers and the students themselves. There are several factors that cause low student

achievement, including the lack of learning facilities at school, remote and remote schools, students are increasingly faced with various choices and they feel hesitant who tend to be afraid of failure, lack of mental encouragement from parents because parents do not understand what their children are learning at school.

In general, according to Azwar, there are two factors that influence the improvement of a person's academic performance, namely internal factors and external factors (Azwar, 2012). Internal factors include physical factors and psychological factors. Physical factors relate to general physical conditions such as vision and hearing. Psychological factors concern non-physical factors, such as interest, motivation, talent, intelligence, attitude and mental health. External factors include the condition of the learning place, learning equipment, learning materials, learning environment conditions, social support and cultural influences. Internal factors include experience in learning, self-regulation, concentration on the future, ability and high effort (Kesuma et al., 2020). External factors include friendly relationships with peers both at home and at school, very good relationships with parents at home and with teachers at school (Latipah, Kistoro, & Putranta, 2021).

Failure can be defined as a lack of success in trying and trying (Stichter, 2020). Academic failure is defined as skipping school, being expelled from school and repeating classes (not going to grade). In general, there are two factors that influence the causes of achievement failure including internal and external factors.

Internal factors such as low motivation, low ability, low effort (Biberman-Shalev, 2021), intelligence (L.

Abdullah et al., 2021), and low self-efficacy (Latipah et al., 2020) can contribute as factors for failure to achieve. In addition, there are also personal problems such as drug use and skipping school (Goldstein, 2017) and procrastination in doing learning tasks (Latipah, Kistoro, & Insani, 2021). Meanwhile, external factors that play a role in causing failure to achieve include social contexts such as the negative influence of the living environment (Alawiyah et al., 2019), the influence of peer delinquency (Fauziah et al., 2015), lack of support from the family and lack of parental monitoring of children in learning (SCHEERENS et al., 2003). In addition, conflicts that occur in the environment such as family conflicts can cause children to experience stress and can contribute to the cause of children's failure to achieve at school (Langton & Berger, 2011).

The sources of support received by children will influence their development. Sources of social support from parents and family are the main sources of social support for a child (Baharudin et al., 2020). The role of parents in achieving academic achievement by providing emotional support, responding, and getting involved in children's learning lives such as discussing issues that occur related to children's education, planning additional learning, providing learning facilities, and helping cooperation with schools (Hariyanto et al., 2021). The interaction between parents and children can indirectly foster motivation to achieve (Masduki et al., 2020).

Peers have a very important role in providing direct support (Rasmitadila et al., 2017), namely through interactions to build high levels of achievement motivation such as studying together and low levels of achievement motivation such as going

together to watch concerts when facing exams. In addition to peers, there is a role of teachers in building students' academic achievement (Kudryashova et al., 2015).

Failure of student groups usually indicates low motivation, low effort, lack of ability, lack of good teaching, types of questions that are difficult to understand, lack of reading literature and personal problems. besides that, the contribution of the causes of student failure is also caused by mental health disorders (Fitriani & Ambarini, 2013), drug consumption, family problems, learning disorders, and difficulty socializing at school.

Another study conducted by Kim and Park (2003) related to the greatest contribution to achievement failure, showing that there were students who did not mention anyone as the cause of failure, followed by friends, self, and parents as there was a gap or distance in communication in the family environment (Kahan, 2019).

The Role of Family Support in Achievement

In society, the smallest community is the family. Family is a social unit consisting of parents and children (Masduki et al., 2020). Another definition states that a family is two or more people who are mutually committed, responsible for decisions and values (Hillaker et al., 2008). Thus, the family has a high closeness between members. So that the presence of family becomes the most important part in a person's life journey. This is closely related to family support for support in a person, especially social support.

Achievement is an important indicator of the results obtained during education. Achievement can be defined as

the results achieved (Suharso & Retnoningsih, 2011). In the context of educational psychology, achievement is defined as a specific level of a specific skill or ability that a person has, for example arithmetic ability and reading ability. The term achievement generally does not stand alone but is associated with several terms such as academic, achievement level and achievement motivation (Levi et al., 2014).

The achievement achieved by each individual is different, depending on the level of individual or group performance on the assigned task. This level of performance is called the achievement level. Furthermore, the achievement achieved by each individual is also closely related to achievement motivation, namely the desire to overcome difficult obstacles and challenges, including in terms of education (Kirkpatrick & Kirkpatrick, 2007). Achievement motivation can also be defined as a need related to achieving optimal or best internal standards. Shiraev and Levi (2004) state that need for achievement is a social need that encourages a person to strive to achieve the best results and success in carrying out tasks.

Academic achievement is a cumulative process involving the acquisition of new skills and the improvement of existing skills. Referring to the Ministry of National Education, academic achievement is defined as the results achieved by students which include mastery of knowledge and skills derived from a collection of academic tasks and indicated by test scores based on teacher assessment. In other words, academic achievement is the result of learning obtained by students during the learning process (Kemendiknas, 2011). Academic achievement is the result obtained in the

form of impressions that result in changes in the individual as the final result of learning activities (Kesuma et al., 2020).

Previous studies have shown that factors that influence achievement include motivation, intelligence, psychopathology (such as depression), and risks from the family environment (Alawiyah et al., 2019). Meanwhile, based on studies conducted at the elementary, junior high and high school levels, grouping the factors that affect academic achievement, including school, family and personal factors of students (Latipah et al., 2020).

School factors such as the number of students in a class (class size), the presence of teachers, and friends, and the quality of school facilities can affect academic achievement. family factors are parental and family support that plays an important role in the success of student achievement. Parental involvement in the student learning process, parental expectations, the level of togetherness in the family, the closeness of relationships in the family, and parental support in completing tasks can play a role in achieving academic achievement. The amount of help and support from parents to children is influenced by a conducive and comfortable home atmosphere. Students who are in a warm family and get support from parents are predicted to achieve satisfactory academic achievement. while student personal factors that can affect academic achievement include motivation (Wiesman, 2012), learning strategies (Saraswati, 2017), intelligence, (Imlahi, 2015) self-efficacy (Gaylor & Nicol, 2016), and self-concept (Cameron & Payne, 2012).

In general, factors that affect academic achievement include internal factors and external factors. Internal factors are first, physiology which includes vision,

hearing, and body structure, second, psychological, namely the existence of intelligence factors and non-intelligence factors including certain personality elements such as attitudes, habits, interests, needs, motivation, emotions, self-adjustment, physical and psychological maturity factors and spiritual or security factors. External factors include first, social factors consisting of family environment, school environment, community environment, and group environment, second, cultural factors such as customs, science, technology, and art, third, physical environmental factors such as home facilities, learning facilities, and climate.

Parents' involvement in helping children's learning process, close relationships in the family and parents' expectations of learning achievement and parents provide motivation when children are learning which indirectly increases children's motivation to achieve academic achievement (Avvisati et al., 2010). The school environment such as the presence of teachers who can generate student learning motivation and the peer group environment such as how peers help each other in completing school assignments (Peabody et al., 2020).

Social Support in Achievement

By nature, every human being is a social being who needs each other. Many studies have looked at the relationship between social support and psychological distress, depression, cancer, job dissatisfaction, emotional disturbance, learning disabilities and many other factors. Social support can be defined and measured in various ways.

Social support is broadly defined as a social exchange that is perceived by the

recipient of support or expected by the giver of support to facilitate coping strategies in everyday life, especially in response to stressful situations. In simpler terms, social support is help that a person receives through interpersonal relationships (Kirana & Moordiningsih, 2010).

Social support can also be interpreted as a situation that is beneficial to individuals and is obtained from other people who can be trusted (Mahmudi & Suroso, 2014). Thus individuals know that other people pay attention, appreciate and love them.

Some explanations of the definition of social support above essentially have positive benefits for a person's life with actions that are helpful and helpful, which involve emotions, providing information, instrumental and appreciation with the intention of improving the psychological well-being of the party being supported.

Some experts agree that there are basically four forms of social support mentioned in the following: Emotional support, which is the support that individuals receive from people around them in the form of affection, appreciation, feelings of being listened to, attention and trust obtained by individuals in solving problems faced, either personal problems or problems related to study.

Appreciative support, which is support that individuals receive in the form of assessment, reinforcement, feedback and social comparison in an effort to support their behavior in social life. Informational support, which is support received by individuals in the form of information, advice, advice that is useful to make life easier for someone. Instrumental support, which is a form of support characterized by the means available to help individuals

through time, money, assistance tools, work and environmental modifications.

Social support can come from within the family and the surrounding environment. Support obtained by individuals from sources that have more emotional closeness will be more meaningful than getting social support from other individuals who have no emotional ties. Social support comes from the closest people, it is stated that the source of social support comes from family, friends and teachers. From these various sources of social support, the closest in the lives of early adolescents is family, in this case parents and friends. Steinberg said that family is a source of social support because in family relationships a trusting relationship is created. Which, family relationships and encouragement play an important role in academic success (Fletcher et al., 2004).

Family is a source of social support because in family relationships a trusting relationship is created (Hillaker et al., 2008). Meanwhile, family relationships and encouragement also play an important role in academic success (Schofield et al., 2012). A very close relationship with the family as a prediction can change unhealthy adolescent behavior including smoking, drinking, drug use and leaving school.

Adolescence is a period that has a high need for peers. Adolescent identity and developmental tasks can be achieved through their peer group. The support provided by friends is also related to psychological adjustment, social and academic success such as the motivation provided by peers when studying together.

Teachers as educators have a role to direct, provide advice and show ways when adolescent students are faced with

problems, especially those related to school problems (Rindu & Ariyanti, 2017).

Social support can create motivation and confidence in students in achieving academic achievement as well as being a capital role to build trust, help solve risky problems and improve the experience of failure in school achievement such as parental involvement in the learning process by helping to complete school assignments.

A very close relationship with the family can increase students' learning motivation at school. The contribution of parents' emotional support is very influential in increasing students' achievement motivation. This is shown by the involvement of parents in helping learning such as parents providing motivation, discussing and helping with assignments when children are studying which indirectly increases children's motivation to achieve academic achievement.

Teachers who explain the subject matter well can make it easier for students to understand the subject matter and indirectly increase motivation to achieve academic success (Curci et al., 2014). Likewise, good informational support from teachers can make it easier for students to achieve academic achievement. Furthermore, when individuals have good friends at school and are actively involved in classroom activities, it indirectly increases the quality of positive relationships towards achievement such as helping to learn together in doing schoolwork and providing learning motivation. This will provide positive beliefs about achievement and can also develop achievement motivation, especially when there is a close relationship as friends and provide support.

There is support from parents who influence student achievement. In addition, the family environment also affects student achievement at school. Families that produce high-achieving children are families that encourage and support the learning process that their children undergo, give certain responsibilities according to the age of the child, have a great interest and attention to children's education and prepare children to face the lessons they will receive at school.

METHODS

This research is not focused on proving a hypothesis, but is focused on revealing various things that are summarized in a construct or dynamics of social support on achievement.

Data collection in this study used a qualitative survey method (Miles, M.B, Huberman, A.M, Saldana, 2014) with an open ended questionnaire. The research design with this qualitative survey method was used with the consideration of being able to obtain a lot of data in a short time. In addition, from the open-ended questions asked, more in-depth and unique answers will be obtained from the subject. This type of open-ended question is also used in personal interviews as a data collection technique that is added to the qualitative survey method approach used by researchers.

Research Subject

This study focused on two groups, namely junior high school students. The subjects were 248 junior high school students in Yogyakarta. The number of research subjects above was added to the interview data subjects. The selection of personal interview subjects was chosen who

were still junior high school students. This interview involved four participants consisting of two junior high school students who are still attending school in Yogyakarta.

Data collection

In an effort to collect data, the method used in this study uses the survey method. The characteristic of this research is that data collection is carried out by questionnaire on a large number of respondents (Marsden & Wright, 2010). The data collection techniques with qualitative survey methods by adding personal interview data collection techniques (Creswell & Poth, 2018). After the data collection is complete, the researcher collects the data, then writes the serial number on the questionnaire and performs the data input process before the data analysis process is carried out.

Data analysis

The data analysis method used in qualitative data results is content analysis (Patton, 2002). The definition of content analysis emphasizes a specific view of text and context (Schreier, 2012). Qualitative content analysis goes beyond simply counting words or extracting objective content from texts to examine meanings, themes and patterns that may be apparent or latent in a particular text. Rather, it allows researchers to understand social reality in a subjective but scientific manner and produce descriptions or typologies alongside expressions from subjects that reflect how they see the social world. This technique is usually used by social scientists to process a series of documents (documentary analysis), magazine or mass media content, political speeches or political propaganda, results of open-ended

interviews, diplomatic messages, psychological reports, or other official publications (Weber, 1990).

The content analysis used in the study allowed the researcher to incorporate a large amount of textual data and systematically identify properties in it (e.g. the frequency of the most used key words) by examining the structure of the message content of the answers to the open-ended questions in the qualitative survey method developed. Therefore, the researcher conducted a categorization analysis to get the deepest meaning of a careful reading of the text content. Data analysis emphasizes bottom-up inference. This means that the initial data is taken from the point of view or interpretation of members of a cultural community while the researcher acts like a conductor in an orchestra so that the data collected has a meaning that can be understood.

Qualitative analysis using content analysis of respondents' answers that have been entered in the computer by providing open-ended codes into categories, which summarize and systematize the data.

The categorization resulted in two forms of answer categories, namely small categories and large categories. Small categories are categories that are formed directly based on the subject's answer response, while large categories are categories consisting of several small categories that have similarities or conformity in meaning.

The method used to test the validity of the data in this study is the data triangulation method. Data triangulation is a data validity check that utilizes something other than the original data for the purpose of checking, or as a comparison to the data (Jääskeläinen, 2005).

RESULT

The results of this study reveal the forms of social support that contribute to the achievement of junior high school students. In this social support, it is revealed who supports student achievement and how it contributes. The results of the research using the content analysis technique are presented below:

1. Survey Results

The results of the survey data resulted in a description of the forms of social support that contribute to the achievement of junior high school students. Before looking at the dimensions of social support on achievement, we will first look at what achievements are considered the most proud for junior high school students in table 1 as follows:

Table 1: Types of proud achievements

Students	Achievement Type	Total	
		N	%
1	Academic	166	66,9
	passed the junior high school entrance selection	108	43.5
	good grades	33	13.3
	best pass	9	3.6
	winning academic competitions	8	3.2
2	Sports	29	11.7
3	Art	21	8.5
	fine arts	8	3.2
	MUSIC ART	6	2.4
	sound art	4	1.6
	literary works	3	1.2
4	Self-development	16	6.5
	high skill	13	5.2
	success in organization	3	1.2
5	Expectation fulfillment	11	4.4
	make your parents happy	5	2.0
	achieve the desired goals	4	1.6
	make the family happy	2	0.8
6	Religion	2	0.8
7	Miscellaneous	3	1.2
	Total	248	100.0

Table 1 shows that there are several variations of categories of proud achievements. The first category is academic achievement which has six sub-categories, the sub-categories are passing the selection, good grades, best pass, winning the Olympiad, passing the exam, and winning the academic competition. The second category is sporting achievements, which has no sub-categories. The third category is achievements in the arts, the sub-categories consist of fine arts, music, sound arts and literary works. The fourth category is self-development achievements, the sub-categories consist of high skills and success in organizations. The fifth category

is achievement in fulfilling expectations, which consists of sub-categories of making parents happy, achieving expectations and making families happy. The sixth category is religious achievement or achievement in the field of religion which has no sub categories.

The answer responses categorized as academic achievement are:

"Can enter SMP N 8 with good grades." (SMP_030)

The category of sports achievement can be represented by respondents' answers such as:

"Won third place in the futsal competition" (SMP_206)

An example of an answer response for this art achievement category is as follows: "3rd place in calligraphy competition" (SMP_034)

The student answers related to the self-development achievement category include:

"1st place in power point competition in Yogyakarta" (SMP_185)

Among the respondents' answers regarding the types of wish fulfillment achievements can be represented as follows:

"Make parents proud or happy" (SMP_216)

In the sixth or last place is the category of religious achievement Examples of answers to this category of religious achievement are as follows:

"1st place in tartil competition" (SMP_193)

The majority of students mentioned academic achievement as their proudest achievement. When compared between the

two groups of students, it can be seen that academic achievement is more rewarding for junior high school students.

Apart from the type of achievement that the research subject is proud of, it is also inseparable from the figure of the closest people who also provide support in achieving achievement. The figure that is usually considered important and most instrumental is the figure of parents within the immediate family. The closest people who determine achievement are not only parents or family but also peers and teachers. When at school, the role of friends and teachers also plays a role in achievement at school.

The closest people have a significant role in achievement. Furthermore, the perceptions of junior high school students on who supports and helps in achieving achievements that are proud of in their life experiences will be known.

Table. 2
 Sources of Social Support

No.	Sources of Social Support	Students	
		N	%
1	Family	205	84.4
	parent	162	66.7
	family	37	15.2
	brother	6	2.5
2	Friends	17	7.0
	friend	16	6.6
	best friend	0	0.0
	girlfriend	1	0.4
3	Teacher	14	5.8
4	Miscellaneous	7	2.9
	Total	243	100.0

Table 2 shows that there are three categories of social support sources that provide assistance in achievement, namely family, friends and teachers. The results of data analysis using content analysis show that family support is very influential on achievement. It can be seen that 84.4 percent mentioned family as people who have supported and helped them in

achieving achievement. The percentage of more than 75 percent shows how important the role of family is. The category has sub-categories of parents, family and siblings. Parents play an important role in providing support to their children in achieving achievement. Examples of subjects' answers in this family category are as follows:

"My parents, my parents continue to support me so that I get the best" (SMP_157)

Based on this data, it can be seen that support from family is very dominant compared to other sources of support such as from friends and teachers. This finding shows that family support is commonly accepted support and is considered the most influential in supporting achievement efforts.

The next category is support from friends, which is the answer category with the second highest percentage after the family category, which is 7.0 percent. Student responses in this friend category are as follows:

"Yes, there is, that person is my friend, he often helps me about it" (SMP_187)

Support from friends is considered more supportive in achieving achievement by many students than support from teachers. As for the category of sources of support from teachers, it does not have sub-categories. The answer responses that represent the teacher support source category are as follows:

"There is, my teacher. The relationship is like a normal friend" (SMP_225)

After knowing about who supports and helps in achieving achievement, the

next step is to explain what kind of support the students receive from the people who support them. The form of support provided by someone will greatly affect the person they support. To find out about this, the subjects were asked the question "What kind of support do you receive from this person?". The data on this form of support shows that the form of support received by the subject varies even though it comes from the same source of support. However, when looking at the previous table related to the source of support, it illustrates that family support is the most instrumental to achievement than forms of support from friends and teachers. The dimensions of the contribution of the main form of social support received from the family are described in the next sub chapter.

In the contribution of family support, the frequency of emotional support is 49.2 percent higher than other forms of support. The contribution of emotional support received was more influenced by forms of support that became sub-categories of emotional support including motivation (24.1%), moral (17.6%) and mental (2.1%). Examples of answers categorized under emotional support include:

"Providing motivation to study in order to get satisfactory grades" (SMP_074).

Table 3.
Forms of Family Support

No.	Forms of Family Support	Total	
		Response	%
1	Emotional	212	49.2
	motivation	104	24.1
	moral	76	17.6
	mental	9	2.1
	affection	7	1.6
	attention	5	1.2
	trust	5	1.2
	award	4	0.9
	independence	2	0.5
	2	Spiritual	59
prayer		57	13.2

	religion	1	0.2
	spiritual	1	0.2
3	Materials	57	13.2
	Learning facilities	26	6.0
	material	19	4.4
	financial	12	2.8
4	Relational	54	12.5
	help with learning	27	6.3
	tutoring	23	5.3
	Retrieved	2	0.5
	help solve problems	1	0.2
	Accompany	1	0.2
5	Informational	45	10.4
	study advice	28	6.5
	advice	9	2.1
	science	8	1.9
6	Temporal	4	0.9
	time	1	0.2
	every day guiding learning	1	0.2
	most of the time to guide learning	1	0.2
	taking the time to chaperone the exercise	1	0.2
	Total	431	100.0

Spiritual support ranked second after emotional support (13.7%), which was more influenced by the sub-category of prayer support (13.2%). The answers categorized in the form of spiritual support include the following:

"prayer support, and deeds" (SMP_122)

Material support (13.2%) ranked third. The frequency of material support received from the family is more influenced by the existence of sub-categories of contribution in the form of support for learning facilities (6.0%), material (4.4%) and financial (2.8%). This can be represented by respondents' answers, among others:

"Purchased textbooks to support my studies, and sent them" (SMP_017)

The form of relational support (12.5%) ranked fourth. The form of relational support received from the family is more influenced by the existence of sub-categories of support for assistance in learning (6.3%), tutoring (5.3%) and chaperoning (0.5%). Respondents' answers

categorized in the form of relational support include the following:

"Always giving motivation and encouragement to keep striving, my parents often accompany me to study" (SMP_028)

Informational support received from family (10.4%) ranked fifth. The form of informational support is more influenced by the existence of sub-categories of support in the form of learning advice (6.5%), advice (2.1%) and knowledge (1.9%). The response categories of the subject's answers regarding the form of informational support include:

"My mom always tells me to study. And sometimes she helps summarize each lesson." (SMP_213)

The family also provided time as a form of temporal support that contributed to achievement. The family's provision of temporal support received (0.9). influenced by the family guiding study every day and taking the time to drive practice. The responses categorized in the form of temporal support include the following:

"There is. My parents, they really care about me achieving it. Most of the time

they have is to guide me to achieve it." (SMP_154).

Table 4.
Contribution of Social Support to Achievement

No.	Forms of Social Support	Achievements		Total		%	
		Academic	Non-Academic	Total	%	Total	%
		Total	%	Total	%	Total	%
1	Family	301	90.4	130	77.4	431	86.0
	Emotional	143	42.9	69	41.1	212	42.3
	Spiritual	42	12.6	17	10.1	59	11.8
	Material	41	12.3	16	9.5	57	11.4
	Relational	40	12.0	14	8.3	54	10.8
	Informational	33	9.9	12	7.1	45	9.0
	temporal	2	0.6	2	1.2	4	0.8
2	Friends	14	4.2	26	15.5	40	8.0
	emotional	7	2.1	12	7.1	19	3.8
	relational	1	0.3	5	3.0	6	1.2
	material	2	0.6	4	2.4	6	1.2
	spiritual	1	0.3	4	2.4	5	1.0
	informational	3	0.9	1	0.6	4	0.8
3	Teacher	18	5.4	12	7.1	30	6.0
	relational	6	1.8	4	2.4	10	2.0
	emotional	5	1.5	3	1.8	8	1.6
	informational	5	1.5	2	1.2	7	1.4
	spiritual	0	0.0	3	1.8	3	0.6
	temporal	2	0.6	0	0.0	2	0.4
	Total	333	100.0	168	100.0	501	100.0

The table above shows that family support contributed 86.0 percent to the achievement of academic and non-academic achievement rather than friends by 8.0 percent and teachers by 6.0 percent. That the contribution of family support plays an important role in achieving academic and non-academic achievement both from the contribution of friends and teachers. The contribution of emotional support is the most dominant than other forms of support to the achievement of academic and non-academic achievement.

The source of family support is a source that is often received followed by friends and teachers. this is also reinforced by the results of interviews with subjects who stated that the support received from family in everyday life can increase the enthusiasm for success. The contribution of family support is very instrumental compared to friends and teachers in achieving success. Social support from the family is played more by the contribution of parental support for children to improve student achievement.

DISCUSSION

Based on the results of exposure to research data, it was found that the success of students in achieving achievement was inseparable from the social support that contributed to their success. The contribution of social support to achievement shows that in general the highest frequency of social support contributions is received from family followed by friends and teachers.

Subjects consider that family is the main source of support they have in their efforts to achieve achievement and according to them family has a very important role in supporting subject achievement. A study showed similar results that the importance of the role of family on achievement occurred in Korea (Kim & Kim, 2013). The role of family that is very important in providing support to junior high school students is more represented by the role of parents. the results of a study conducted by Park and Kim (1999) show that parents play a very important role in the education of their

children in addition to the importance of the role of parents in helping children achieve.

Friends consisting of close friends, best friends and girlfriends are the second most important source of support after family. Individuals who have good friends at school and are actively involved in classroom activities indirectly increase the quality of positive relationships towards achievement (Whalon et al., 2015). This will provide positive confidence in achievement and can also develop achievement motivation, especially if there is a close relationship as friends and provide social support (Latipah, Kistoro, & Putranta, 2021). Peers have a very important role in providing direct support, namely the interaction to build a high level of achievement motivation such as studying together when facing exams. Although, teachers also play a role in building students' academic achievement. Thus, the source of support obtained by the subject from friends and teachers is the result of his own interaction with others because it is not built from birth like his interaction with his family. Another unique support is spiritual support (A. Abdullah, 2022). This support is considered by the subject to be able to help achieve achievement. Because this type of spiritual support, such as prayer, contributes greatly to the success he has achieved.

CONCLUSIONS

This study shows that the contribution of direct social support from the family plays the most role in achievement in the subject followed by friends and teachers. Emotional support is the highest form of social support received by subjects from the sources of social support they have, followed by relational, spiritual, material, informational and

temporal support. This study also shows the dynamics of social support relationships that have the potential to cause failure in achieving achievements that students are proud of, although the tendency is only slight. This is indicated by the lack of social support received by students can potentially affect the type of academic and non-academic failure. This study can generally be said that most subjects tend to place attribution of success on relational factors from the social support dimension (external attribution) rather than themselves (internal attribution).

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