The Effect of Family Social Support on *Student Engagement* in Online Learning

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ABSTRACT. The Covid-19 pandemic has also strengthened the shift in learning activities in the educational environment which was originally carried out directly in schools to online which can be accessed anywhere. In addition to the covid 19 outbreak issue, this shift is also based on the development of communication technology that is very adequate. This shift in the way of learning is also felt by students at the elementary school level. A strong issue that arises in this shift in the way of learning is student engagement in participating in online learning. This engagement includes involvement in behavior, emotions, and thoughts. One of the factors that influence students in participating in online learning is the social support of their families. The purpose of the study was to analyze the effect of family social support on student engagement in participating in online learning at SDN Jejeruk, Blora Regency. The method used is correlational quantitative using a total sampling of all populations of 85 students. Data collection was carried out with a psychological scale of family social support and a psychological scale of student engagement. The results of this study show the influence of family social support in the form of emotional support, appreciation, instrumental and information on student engagement of 10.6% obtained from the results of the coefficient of determination test (R^2).

Keywords: family social support, *student engagement*, online learning, elementary school

INTRODUCTION

The national education system in Indonesia places primary school as the most basic level which shows that elementary school is the starting point for formal learning at the school level. Along with the Covid-19 pandemic, it has also brought a shift in learning activities that were originally carried out directly in schools, now they must be carried out at home, including at the elementary school level as well. However, the Covid-19 pandemic is not the only reason why this learning has shifted but also because the development of the times in the 21st century has given rise to a very strong new influence on the rapid progress of Information and Communication Technology (ICT) in the world of education. One of the influences of ICT in education is the use of the internet and computer networks in the learning process often referred to as e-learning which later developed again into online learning (Yanti et al., 2020). Online learning is considered a solution during the pandemic to ensure that education is not suspended in animation. Dewi (2020) said that online learning in elementary schools is carried out according to the abilities of each school so there is no definite measure. This online learning can use digital platforms such as google classroom, learning houses, zoom, video conferencing, telephone, or assistance by teachers through Whatsapp groups.

One of the important factors that must be considered for success in the learning process is student involvement because the learning process is not only focused on learning outcomes and achievements but also on participation in the process that students go through during learning or

often referred to as student engagement (Fredricks et al in Fikrie & Ariani, 2019). Unfortunately, with the shift in online learning patterns that occur today has a bad impact on student engagement becoming less, this happens because students are physically separated from other teachers and students with limited interactions that exist (Bolliger & Halupa in Bagriacik Yilmaz & Banyard, 2020).

Junianto et al. (2020) define student engagement as an engagement carried out by students in following the academic and non-academic learning process displayed through the behavior, emotions, and thoughts of students at school. Fredricks et al. (2004) said that student engagement consists of three dimensions of engagement, namely behavioral engagement, emotional engagement, and cognitive engagement. Committee on Increasing High School Students' Engagement and Motivation to Learn said that student engagement itself can be influenced by contextual factors outside of school, one of which is the family (Miranti et al 2021). This is supported by the opinion of Connell & Wellborn in Fredricks et al. (2004) that family, community, culture, and educational context can influence student engagement.

Bempechat & Shernoff in Miranti et al. (2021) also mentioned that student engagement is influenced by supportive relationships from parents to students, which means that parents as part of the family have a big role in providing social support to students in their involvement in online learning at home. As stated by Johnson & Johnson in Widyastuti & Pratiwi (2013) that social support can come from important people who are closest to (significant others) students. Uchino explains that social support refers to comfort, care, appreciation, or help available to someone from another person or group (Sarafino & Timothy, 2011).

Sarason & Sarason in Marni & Yuniawati (2015) states that social support is support obtained through social familiarity (family, friends, children, and others) in the form of providing information, verbal or nonverbal advice, direct or indirect assistance, socially beneficial actions and behavioral effects for the recipient that will protect themselves from destructive behavior. Myers in Wahyuni (2016) mentions that the factors for the formation of social support consist of 1) a sense of empathy, 2) Social norms and values, and 3) Social exchange. In providing social support Sarafino in Kusrini & Prihartanti (2014) mentions social support consists of four aspects, namely 1) emotional support, 2) reward support, 3) instrumental support, and 4) information support.

Based on the results of an interview with a grade 3 teacher at SDN Jejeruk stated that student involvement in participating in online learning is quite low in grade 3, only 50% of students can take part in online learning in sync with online meeting applications such as Google Meet while for asynchronous online learning such as giving assignments through Whatsapp Group or other media around 70% of students can be involved, this happens because the student's family at homes such as parents, siblings, or siblings do not provide support to students in carrying out online learning. Similar results were also found in the direct observations made by researchers participating in online learning at SDN Jejeruk showing that students must be accompanied by their families in participating in online learning to ensure that there are no technical obstacles such as device problems and non-technical obstacles such as students being reluctant to listen to online learning. Based on these several things, student engagement in online learning is felt to be influenced by the social support of family members at home, therefore this study is intended to further explore the influence of family social support on student engagement in online learning at SDN Jejeruk.

METHODOLOGY

The method used is correlational quantitative which consists of two variables, namely family social support as an independent variable and student engagement as a dependent variable. This research was conducted at SDN Jejeruk, Blora Regency, Central Java Province using a total

sampling of the entire population of 85 students. As revealed by Arikunto, if the total population is less than 100 people, it is preferable to take all into samples so that the research is a population study (Jaya, 2010).

This research data collection method uses a psychological scale instrument arranged based on the theory used in the research variables. This instrument consists of two scales, namely 1) the student engagement scale prepared based on the theory of Fredricks et al (2004) which consists of the dimensions of behavioral engagement, emotional engagement, and cognitive engagement and 2) the family social support scale which is arranged based on aspects of social support proposed by Sarafino in Kusrini & Prihartanti (2014) which consists of emotional support, reward support, instrumental support, and information support.

The validity of this instrument is measured using the validity of the contract by consulting the instrument with two experts to obtain an expert judgment after which it is tested in the field and produces valid items based on the Karl parson product-moment correlation validity test, after which a test is also carried out to detect whether the research instrument has provided consistent measurement results and steady over time with the Cronbach's reliability test Alpha.

The results of the validity of the student engagement scale get 18 valid items because they have a table r value of > 0.361 with a significance level of 5% and have received expert judgment while the Alpha Cronbach value is 0.802 so it is declared reliable. Similar results were also obtained on a family social support scale with 16 valid items and obtained a Cronbach Alpha value of 0.611 so it was declared reliable as well. Meanwhile, to find out the influence that arises between family social support on student engagement, it is analyzed with a simple linear regression technique with three forms of testing, namely the t-test, the F test, and the coefficient of determination test (R^2) but before that, it is necessary to conduct a normality test and a linearity test to ensure that the data obtained are normally distributed to form a linear relationship.

FINDINGS

The results of descriptive testing to determine the level of family social support and student engagement can be seen by the per indicators from tables 1 and 2 below:

Table 1. Family Social Support Level

Indicator	Mean	Category
Emotional Support	4,3	very high
Award Support	3,8	High
Instrumental Support	3,8	High
Information Support	4,1	High
Overall Average	**4,0**	**High**

Table 2. Student Engagement Level

Indicator	Mean	Category
behavioral engagement	4,2	very high
emotional engagement	4,2	very high
cognitive engagement	3,2	Medium
Overall Average	**3,9**	**High**

From tables 1 and 2, it can be found that the level of family social support and student engagement at SDN Jejeruk are both in high positions. Furthermore, the normality test and linearity test are used to obtain regression analysis results that are reliable, normally distributed, and have a linear relationship as a prerequisite in hypothesis testing. The following are the results of the data normality test.

Table 3. Data Normality Test Results

	Kolmogorov-Smirnova		
	Statistic	df	Itself.
DSK	,084	85	,197
HERSELF	,093	85	,069

It is known from Table 3 that the Sig value of the family social support variable (DSK) is 0.197 and the sig value of the variable (SE) of student engagement is obtained at 0.069 so that the second value of sig>0.05 which means that the family social support data and student engagement are normally distributed. Furthermore, the value of the signification of linearity (Sig. Deviation from Linearity) of the two variables is 0.747 where the value >0.05 so that the variables of family social support and student engagement form a linear line or relationship.

Next, the results of the hypothesis test are shown by the results of a simple linear regression analysis consisting of a t-test, an F test, and a coefficient of determination test.

Table 4. t Test Results (Partial Test)

Model	T	Itself.
1 (Constant)	9,805	,000
Family Social Support	3,307	,001

a. Dependent Variable: Student Engagement

From table 4, it can be seen that the result of the calculated t value is 3.307 while the T value of the table in this study is 2000 thus t count > t table (3.307 > 2000) so that there is an influence between family social support on student engagement in online learning at SDN Jejeruk.

Table 5. F Test Results (Simultaneous Test)

Model		df	F	Itself.
1	Regression	1	10,938	,001[b]
	Residual	83		
	Total	84		

a. Dependent Variable: Student Engagement

b. Predictors: (Constant), Family Social Support

From table 5, it can be seen that the result of the calculated F is 10,938 while the F table used is 3.98 to 10,938>3.98 thus family social support has a simultaneous influence on student engagement in online learning at SDN Jejeruk.

Table 6. Coefficient of Determination Test Result (R^2)

R	R Square	Adjusted R Square	Std. Error of the Estimate
,341[a]	,116	,106	5,71432

a. Predictors: (Constant), Family Social Support

From table 6, the value of the coefficient of determination (R^2) is indicated by the value of the Adjusted R square, which is 0.106 so that when referring to the provisions of the interpretation of the coefficient of determination, it falls into the very low category, which is at an interval of 0.00-0.199. Thus, the influence of family social support on student engagement in online learning at SDN Jejeruk was 10.6% while 89.4% was influenced by other independent variables that were not discussed in this study.

DISCUSSION

Referring to the results of the study, it can be seen that the level of family social support in online learning as a whole is in the high category. This has the meaning and understanding that the students of SDN Jejeruk as a whole have confidence that they are cared for, valued, and assisted by their closest family in participating in online learning activities. This family social support is based on the opinion of Sarafino & Timothy (2011) who called this social support of the family obtained from 4 aspects.

In the first aspect, students of SDN Jejeruk are emotionally supported by their families to take part in online learning optimally. The very high emotional support felt by the students of SDN Jejeruk can be seen in the provision of empathy and care by their families at home. Students feel that the family also cares about their learning activities, this is shown when the family takes the time to ask questions and discuss online learning activities in between their respective busy lives. In particular, this emotional support will present warm and harmonious family conditions so that it will trigger optimal student development and growth (Quardona & Agustina, 2019). In the second aspect, students of SDN Jejeruk received award support in the high category from their families. The support of this award shows the appreciation of the family for all activities in online learning carried out by students. Pratiwi & Laksmiwati (2020) said that the provision of this award support can help students increase their abilities and appreciation for themselves so that they can reduce their stress.

The third aspect of instrumental support for students of SDN Jejeruk also falls into a high category characterized by facilities for online learning already provided by their families. These facilities consist of physical facilities supporting online learning such as electronic devices such as cellphones, tablets, or laptops along with the internet network that has been provided by the student's family in addition to the provision of non-physical facilities such as additional lessons (private tutoring). The instrumental support provided by the family makes students feel served so that the family can convey the message more comfortably (Quardona & Agustina, 2019). In the fourth aspect, the students of SDN Jejeruk have received information support from families with high categories. This information support is support in the form of providing advice, direction, information, and advice from families to students in participating in online learning. The provision of this information support according to Pratiwi & Laksmiwati (2020) is important to help students make more practical and fast decisions. Often students are required to quickly solve simple problems such as completing tasks, with informational support students will be faster and easier to complete due to the support and direction of their families.

The level of student engagement in online learning at SDN Jejeruk is also in the high category. Student engagement itself is the entire effort of students to be involved in the online learning process. Students of SDN Jejeruk seem to have a fairly high business to be actively involved in the online learning process. This high level of student engagement is based on the three dimensions of student engagement proposed by Fredricks et al (2004). The first dimension, behavioral engagement shows that students of SDN Jejeruk behaviorally show optimal engagement. This high involvement is shown by their presence on schedule in online learning either face-to-face virtually directly via zoom or googles meet or not directly meeting virtually but using Whatsapp Group. Another thing is also shown when there are students who are unable to convey permission to the teacher, besides that it is also evidenced by the behavior of students who comply with the norms that apply in online learning.

The second dimension, emotional engagement shows that students of SDN Jejeruk have an emotional involvement in online learning in a high category, this is shown by their interest in online learning. As stated by Junianto et al. (2021) that this emotional involvement is influenced by the sense of comfort that students get from the learning process, intimate friendships, and pleasant teachers. Online learning at SDN Jejeruk itself is carried out not every day so that these students feel curious about the materials that will be discussed in online learning. Online learning at SDN Jejeruk is also not carried out for a very long duration of only about 50 minutes so that it is not felt to make students bored and saturated. The third dimension is cognitive engagement, where the results of the data analysis above show that the cognitive engagement of SDN Jejeruk students falls into the medium category. It is undeniable that in participating in online learning, students of SDN Jejeruk are still not optimally involved in the mind or cognitively. Even Idris et al. (2018) in their research stated that the cognitive engagement of students in Indonesia is classified as very low. The level of cognitive engagement at SDN Jejeruk is characterized by students' lack of remembering the materials presented in online learning, students are less focused on teacher explanations.

The results of this study showed that there was a significant influence between family social support and student engagement in online learning at SDN Jejeruk, which was 10.6%. Thus, it means that student engagement in online learning at SDN Jejeruk is influenced by social support provided by families to students 10.6% while 89.4% of student engagement in online learning is influenced by other factors such as student interest, teacher factors, peer friendship factors or other factors. This percentage refers to learning that is carried out online.

This is in line with the research of Miranti et al (2021) which states that if family social support increases, the level of student engagement will also increase so that when families provide social support to students, they will increase their involvement (engagement) in participating in learning. However, in contrast to the research of Miranti et al (2021) which only focuses on and

sees the role of parental support, even when learning is carried out in schools while this research is carried out when online learning is applied and sees social support from all family members and online learning activities are carried out in their respective homes which greatly allows closer interaction of family members with students.

The results of this study are also in line with the research of Gil, et al (2021) which states that there is a clear and strong influence between student engagement and the warmth and support provided by their families. However, this study has differences from the research of Gil, et al (2021) which only focuses on the influence of family social support on behavioral engagement so emotional engagement and cognitive engagement are not paid much attention to even though this study reveals that emotional engagement and cognitive engagement can also be influenced by family social support.

From the presentation presented above, it can be said that family social support influences student engagement in online learning at SDN Jejeruk. This means that any social support provided by the family, whether emotional support, reward support, instrumental support, or information support, influences student engagement in participating in online learning, both behavioral engagement, emotional engagement, and cognitive engagement. However, in contrast to previous studies in this study, it shows that family social support has a great effect only on behavioral engagement and emotional engagement whereas cognitive engagement is less influential.

This research has been carried out as optimally as possible, but it does not rule out the possibility of limitations. The limitations in this study are expected to be an input for subsequent research to complement and answer an existing problem. The limitations in this study include not discussing other variables that affect student engagement in online learning other than family social support so that researchers can then discuss other variables besides that this study was carried out when the COVID-19 pandemic was still ongoing to reduce direct interaction between researchers and respondents which made researchers unable to carry out assistance in an optimal in psychological scale filling and normatively feared charging occurs in some respondents.

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