

How to Improve Academic Resilience? Involving Family Functioning

Uswatun Hasanah¹, Nada Nafisah², Elmanora³, Maya Oktaviani⁴, Vania Zulfa⁵

Abstract

In education, students experience various academic obstacles, which causes a decrease in student achievement. Therefore, students must resolve those problems to develop their academic quality. So, students need academic resilience. Academic resilience is a condition built from the individual, family, and environmental factors. This study aims to analyse the effect of family functioning on students' academic resilience. The research took place from May to June 2022. The sample in this study was selected using the multistage sampling method and involved 131 students from a public school. Measuring family functioning uses an instrument consisting of 24 statement items based on the dimensions of problem-solving, communication, and personal goals. At the same time, the measurement of academic resilience uses an instrument consisting of 30 statement items based on persistence, self-reflection, adaptive seeking of help, negative influences, and emotional responses. Data analysis used descriptive and inferential statistics, namely simple linear regression tests. The results showed that family functioning significantly positively affected students' academic resilience ($\beta=0.708$, $p<0.00$). These results indicate that the higher the family functioning, the higher the student's academic resilience. The coefficient of determination obtained is 21.4%, meaning family functioning affects students' academic resilience.

Keywords: *academic resilience, family functioning, students.*

1. INTRODUCTION

In education, students face various routines and tasks. Students are required to study and get good grades. The difficulties faced by students are different in each subject and level. Based on the results of a survey conducted by the Fun School Movement, the obstacles experienced by students in academics were the emergence of negative emotions, such as boredom, sadness, difficulty understanding material, stress, difficulty managing time, and feeling overwhelmed [1]. One of the student's academic problems is decreasing cognitive abilities because of the lack of students' understanding of the material and too many assignments with a short duration of work [2]. Academic barriers and problems fear that students will experience academic problems if allowed to continue. Based on the results of Fatmawati's research [3] there is a significant and positive relationship between learning saturation and academic stress in students at SMPN 2 Samarinda. Learning difficulties significantly affect the student's academic achievement index [4]. Mansson [5] stated that a positive relationship exists between students who experienced academic

¹ Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta, 13220, Indonesia, uswatun-hasanah@unj.ac.id

² Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta, 13220, Indonesia, naf293@gmail.com

³ Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta, 13220, Indonesia, elmanora@unj.ac.id

⁴ Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta, 13220, Indonesia, maya.oktaviani@unj.ac.id

⁵ Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta, 13220, Indonesia, vaniazulfa@unj.ac.id

problems and their cognitive abilities regarding increasing knowledge, memory skills and understanding of the material provided. We find these academic problems in students at other schools in Jakarta.

Based on the preliminary study results, students feel boredom and a low desire to learn. Teachers also experience difficulties in monitoring student learning outcomes. So, this condition can cause academic problems. There need to be more opportunities for teachers to motivate their students. Some teachers teach more than one subject and feel they only transfer knowledge without building learning motivation. As a result, learning feels boring for students and impacts students' academic resilience. Students need to resolve academic obstacles to develop their academic quality. Students need high academic resilience to deal with the academic pressure they face. High academic resilience shows that students can survive in these circumstances, get out of the academic problems they experience, and get out of the academic pressures that exist during the learning process [6]. Academic resilience is an individual's ability to survive, rise, and adapt to complex and stressful conditions in the academic field [7]. Academic resilience is a condition built from several factors, such as individual factors, family factors, and environmental factors, that can increase one's academic resilience [8]. Haibin [9] also states that the factors that form student academic resilience are the individual himself, peers, family, and the school environment. Academic resilience gives strength to overcome existing problems and helps them survive and rise, especially in the academic field.

Based on preliminary studies and previous research results, we assume that family functioning influences students' academic resilience. According to Rojas's research [10] several protective factors such as low levels of family stress, parent-child relationships, parenting skills, attachment to children, support and family guidance form student academic resilience. Influence factors include poverty and low financial ability, family dysfunction, lack of support from family, authoritarian nature of parents, domestic violence and lack of parental knowledge about positive parenting. At the same time, internal factors, such as optimism, empathy, determination, self-confidence, and motivation, come from within the individual.

Family functioning describes how families manage their daily routines, fulfil their roles, and communicate and connect emotionally [11]. Healthy family function occurs when the family environment has clear communication patterns, well-defined roles, cohesion, and good affective regulation. In contrast, low-income family functioning occurs in families with high levels of conflict, disorganization, and poor affective and behavioural control [12]. Paki S [13] states that family functioning with academic achievement has a significant relationship. The results of Goshin's research [14] also state that parental participation will help students have academic resilience. In line with this statement, the results of Aminati's research [15] stated that a student's positive or negative academic achievement depends on how their parents are involved and provide optimal motivation.

We know that the academic problems experienced by students will impact their psychological abilities to survive, rise and become better individuals when faced with academic problems. So academic resilience is needed to adapt to the academic problems faced. Academic resilience to rise and overcome these difficulties will reduce the adverse effects that arise due to the problems. The purpose of this study was to determine whether family functioning influences students' academic resilience through statements compiled in a questionnaire to determine how much family functioning can influence students' academic resilience.

2. METHOD

This study used a quantitative-associative survey method. The associative quantitative method is a scientific method for conducting systematic research on the parts and

phenomena as well as their relationships. The research took place from May to June 2022. We use a multistage sampling technique for selecting the sample involving 131 students from a public school in Jakarta. Measuring family functioning uses an instrument consisting of 24 statement items based on the dimensions of problem-solving, communication, and personal goals. The family functioning instrument uses a 4-factor scale: always, often, seldom, never. At the same time, the measurement of academic resilience uses an instrument consisting of 30 statement items based on persistence, self-reflection, adaptive seeking of help, negative influences, and emotional responses. Again, the academic resilience instrument uses a 4-factor scale: very often, often, seldom, never. Data analysis used descriptive and inferential statistics, namely simple linear regression tests.

3. RESULT AND DISCUSSION

3.1. Demographic Data Description

Respondents in this study were from one of the public schools in Jakarta, with a total of 131 respondents. The number of respondents was obtained based on calculations from 194 students in the population using the Slovin formula. The students involved in this study were 60 girls and 71 boys. In this study, the number of male students was more than that of female students, and this was because male students dominated the population.

The age of respondents who filled out the research questionnaire was in the age range of 13 to 17 years. This age range is in line with the age limit provisions for the junior high school level, which is a maximum of 15 years on July 1 of the year of admission. Birth order data determine the respondent's position as a child in a family. Because the birth order of children in the family influences the formation of children's personalities, attitudes and behaviour, each child with a different birth order will have characteristics [16]. Respondents with second birth order are the group with the most significant number of respondents compared to other birth order groups.

The number of siblings is the number of children or part of the family living in one house and can relate by blood or not. The number of siblings includes brothers or sisters. There is a relationship between the number of siblings and sibling rivalry [17]. When there are only two or three children in the family, they are together more often than when a family have many children. Respondents with two siblings are the group with the most significant number of respondents compared to other groups of siblings.

Table 1. Characteristics of Respondents

	Characteristics	Frequency	Percentage
Gender	Male	60	46
	Female	71	54
	Total	131	100
Age	13 years old	5	3.8
	14 years old	71	54.2
	15 years old	42	32.1
	16 years old	12	9.2
	17 years old	1	0.8
	Total	131	100
Number of Birth	1st born	39	29.8
	2nd born	52	39.7
	3rd born	24	18.3
	4th born	11	8.4
	5th born	3	2.3
	7th born	1	0.8
	8th born	1	0.8
	Total	131	100

Characteristics		Frequency	Percentage
Number of Siblings	1	11	8.4
	2	43	32.8
	3	38	29
	4	28	21.4
	5	7	5.3
	6	2	1.5
	7	1	0.8
	8	1	0.8
	Total	131	100
Area of Residence	West area	59	45
	Central area	56	42.7
	South area	2	1.5
	East area	7	5.3
	North area	7	5.3
	Total	131	100
Father's last education	ES	2	1.5
	JHS	39	29.8
	SHS	74	56.5
	Diploma	3	2.3
	Bachelor	12	9.2
	Master	1	0.8
	Total	131	100
Mother's last education	ES	25	19.1
	JHS	30	22.9
	SHS	70	53.4
	Diploma	3	2.3
	Bachelor	2	1.5
	Master	1	0.8
	Total	131	100

The residential area is where students live with family members and carry out daily activities. Therefore, family environment and residence positively influence the development of children's characteristics [18]. Father's and mother's latest education data divide into six categories, Elementary School (ES), Junior High School (JHS), Senior High School (SHS), Diploma, Bachelor, and Master. More than half of fathers and mothers graduated from senior high school.

3.2. Variable Description

Table 2 displays a descriptive analysis of the research data for each variable. Table 2 demonstrates that academic resilience is in the high category (95,2%), while family functioning is in the moderate category (68,71%).

Table 2. Variable Description

Variable	Category	Frequency	Percentage
Academic Resilience	Low	1	0.8
	Moderate	58	44.2
	High	72	55
	Total	131	100
Family Functioning	Low	2	1.5
	Moderate	103	78.6
	High	26	19.8
	Total	131	100

Academic resilience dimensions are (1) persistence, (2) self-reflection and adaptive seeking of help, and (3) negative influences and emotional responses. The persistence dimension measures respondents' responses regarding persistence in academic activities, reflected by hard work and never giving up, sticking to plans and goals, accepting and

utilizing suggestions, doing creative problem-solving, and turning difficulties into opportunities for self-improvement. Self-reflection and adaptive seeking of help measure respondents' responses to self-reflection and seeking adaptive help in academic activities. It reflected in one's strengths and weaknesses, changing the way of learning, seeking help, asking for support, monitoring effort and achievement, and providing rewards and punishments. Finally, the dimensions of negative influences and emotional responses measure respondents' responses to the negative influences and emotional feelings of students in academics, reflected by anxiety, optimism, and despair.

The family functioning dimensions are (1) problem-solving, (2) communication, and (3) personal goals. The problem-solving dimension measures respondents' responses by identifying problems, seeking and discussing alternative solutions, discussing positive and negative aspects, and choosing and planning solutions. The communication dimension measures respondents' responses through expressing positive and negative feelings and making requests. Finally, the personal goal dimension measures respondents' responses regarding their ability to identify and implement personal goals.

3.3. Data Analysis

The normality test is a test that aims to assess the distribution of data in a group of data, whether the data has normal distribution or not. Normality testing using Kolmogorov-Smirnov. The analysis results show that the p-value of the academic resilience variable is 0.053, while the p-value of the family functioning variable is 0.200, where both p-values >0.05. Thus, both groups of data come from the normally distributed data distribution.

Table 3. Normality Test

	Kolmogorov Smirnov		
	Statistic	df	Sig.
Academic Resilience	0.077	131	0.053
Family Functioning	0.051	131	0.200

The linearity test determines whether the independent and dependent variables have a linear relationship. If so, any change in the independent variable will change the dependent variable, whose magnitude follows a straight line (linear). The analysis results show that the p-value for the deviation from linearity is 0.164 > 0.05, which means that the two variables form a linear line.

In the correlation test, the magnitude of the relationship between family functioning and academic resilience is 0.463. We conclude a significant relationship between family functioning and academic resilience. Family functioning contributes to academic resilience by 21.4%, while other factors not examined in this model influence the rest.

Table 4. Correlation Test

		Family Functioning
Academic Resilience	Pearson Correlation	0.463
	Sig (2-tailed)	0.000
	N	131

The result of the regression equation from the data is:

$$\hat{Y} = 39.598 + 0.761X$$

which means that if the functioning of the student's family increases by one unit, then the student's academic resilience will increase by 0.761 at a constant of 39.598. Based on the ANOVA table, the calculated F value is 35.172, and the p-value is 0.000 < 0.05, meaning family functioning significantly influences students' academic resilience.

Table 5. Regression Model

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	33.598	9.325	4.246	0.000
Family Functioning	0.761	0.128	5.931	0.000

3.4. Discussion

The family is the smallest unit in a community unit. Besides that, the family is the first and foremost environment for children from birth in the world. Therefore, the family has a significant meaning in children's development of life values [19]. The family has responsibilities in children's education. Family displays something that can be imitated, emulated, and emulated by children, and education of good habits and acts as an educator and motivator for children [20]. The family is vital in educating, setting a role model, and educating and motivating students. One way that families can help their children's education is to help increase academic resilience through family functioning, such as problem-solving, communication and personal goals. Family functioning describes how families manage their daily routines, fulfil their roles, and communicate and connect emotionally [11].

The results of this study indicate academic resilience in high school students as measured through three dimensions of academic resilience, namely persistence, self-reflection and seeking adaptive help as well as negative influences and emotional responses—first, the persistence of good students. Student resilience is said to be good, and they have the feeling of wanting to give up because students have difficulty understanding the material. However, they will overcome this by re-learning what is challenging to understand, asking friends and then the teacher. In line with previous research, persistence significantly affects learning outcomes. It means that the higher the student's persistence, the higher their learning outcomes [21].

Second, students reflect on themselves and seek adaptive help when faced with academic difficulty. It is under the respondents' answers to open questions that when students get poor learning outcomes in one lesson, they feel left behind with the learning outcomes of other friends, even though they overcome it by telling parents and asking for help from friends. The results showed a positive relationship between children's learning achievement at school and parents' social support. The more intensive parental support in the form of emotional attention, providing information and praise, the higher the child's learning achievement at school. [22]. The results of other studies indicate that adolescents with good family and peer support will impact learning, namely minimizing the occurrence of learning anxiety. Therefore, family and peer support are essential in motivating adolescents to reduce anxiety [23].

Third, negative influence and emotional response. It follows the respondents' answers to open questions where when the environment is not conducive, it makes students difficult to understand the material. It creates a feeling of stress because when students do not understand the material, students will have difficulty doing assignments and exams, and students feel disappointed if student learning outcomes are not good. Even though students find difficulties in learning, they try to control their emotions and motivate them to return to learning. It is in line with research results which show a positive relationship between emotional intelligence and learning motivation and students' mathematics learning achievement. The higher the emotional intelligence and motivation of the students, the higher the student learning outcomes [24]. The results of previous research also show a positive influence of emotional intelligence and student motivation on learning achievement. It shows that emotional intelligence and learning motivation need attention to improve student achievement [25].

The results of this study indicate that medium-sized students have family functioning as measured through three dimensions of family functioning, namely problem solving,

communication and personal goals. First, the solution to the problem is good. It is following research which shows that when parents are willing to listen to their complaints, children will be more enthusiastic in expressing their thoughts and feelings. It will encourage them to grow into mature individuals with a reasonable assessment of themselves and others [26]. Open and honest communication are alternatives so that children feel part of the process of self-discovery in social life with their parents. In that way, children feel understood and valued by their parents [27].

Second, respondents rarely tell other members if there are things that make them unhappy. Instead, when faced with a difficulty, respondents will ask their parents for support in the form of motivation and solutions. It is in line with Taylor's opinion [28] that one that can influence coping strategies is family support. In line with this, other studies state that optimal parent-child bonding is that parents can provide social support to adolescents to appreciate themselves positively, find ways to overcome problems and feel satisfied and happy [29].

Third, students have high personal goals. It is in line with research results showing that positive goal orientation contributes to student achievement. Students with reasonable goals and efficacy in achieving their desires believe that they can support them by paying attention to the process, practising remembering information, and trying and surviving when individuals do not commit to achieving their goals. They will not be able to work maximally and have no desire to excel. [30].

Academic resilience is influenced by several internal factors from within the individual, such as a high sense of optimism, good motivation, and strong determination so that individuals will have higher academic resilience abilities. Protective factors will come from outside the individual and help strengthen students' academic resilience. Protective factors include low levels of family stress, relationships and attachment to children, parenting skills, support, guidance and family expectations, family involvement and good communication. Meanwhile, factors like poverty, family dysfunction, family conflict, low economic status, domestic violence, authoritarian attitudes, and parents who are less supportive and affectionate can weaken students' academic resilience [10]. The results of previous research stated that the factors for forming student academic resilience are the individual himself, peers, family and school environment [9]. It is consistent with the results of this study which are shown in the deviation from linearity significance value of $0.146 > 0.05$, meaning that there is a relationship between family functioning and academic resilience. Furthermore, based on the analysis results, the correlation coefficient (r) is obtained with a value of 0.463, meaning that the higher the family functioning, the higher the academic resilience. It is consistent with the results of previous research, which stated that family function is one of the factors forming student academic resilience. There is a significant positive relationship between family functioning and fighting power and learning, which means that the higher the family function and fighting power, the better the learning outcomes will be obtained [31]. Furthermore, a hypothesis test measures the influence of family functioning on academic resilience. Based on the simple linear regression test results, the p -value = $0.00 < 0.05$ with a coefficient of determination (R square) of 0.214 means that family functioning variables influence 21.4% of the academic resilience variable. It is consistent with the study's results which stated that Family function has a significant positive correlation with children's education, meaning that when the family function is good, children's education is also good [32]. Most of the respondents in this study always answered and often to statements on family functioning, but the coefficient of determination in this study was only 0.214. Family functioning affects academic resilience only by 21.4%.

4. CONCLUSION

Based on the research result, we conclude that students have high academic resilience, with an average score of 95.2. When facing difficulties in understanding the material, unsatisfactory learning outcomes, and too many assignments, students try to calm down and seek help from friends and family. Students have family functioning in the medium category, with an average score of 68.71. Students need to have self-disclosure towards family. Students rarely open up if they get into trouble. Families need to understand the problems experienced by children. Family functioning has a positive effect of 21.4% on academic resilience. However, low family functioning can cause lower self-disclosure, and parents find it hard to understand their children's problems.

For this reason, families need to improve their communication skills by spending time with their children. We provide advice for various parties. First, parents need to maximize family functioning and build communication with children so that children feel comfortable and want to be open about the problems they are going through. Second, children must increase open communication with parents to convey their problems. Third, schools and institutions must improve a conducive learning environment, so students are more comfortable and focused when studying. Finally, future researchers need to conduct further research on other factors that affect academic resilience.

References

- [1] Mesya, "Hasil Survei GSM soal PJJ Selama Pandemi COVID-19, Sungguh Mencemaskan!," JPNN.com, Jakarta, 2021.
- [2] M. Nursalim, "Pengaruh Pembelajaran Online terhadap Hasil Belajar Siswa di SDN Babakan Turi, Pulo Merak, Kota Cilegon-Banten," Tangerang, 2021.
- [3] F. Fatmawati, "Hubungan Antara Kejenuhan Belajar Dengan Stres Akademik," Psikoborneo J. Ilm. Psikol., vol. 6, no. 4, pp. 462–467, 2018, doi: 10.30872/psikoborneo.v6i4.4666.
- [4] R. N. Setiawati, "Pengaruh Konsep Diri, Kecemasan Belajar, dan. Kesulitan Belajar Terhadap Prestasi Belajar matematika Siswa Kelas VIII SMP,," 2020.
- [5] D. H. Mansson, "Students' Expressed Academic Concern, Learning Outcomes, and Communication Motives," West. J. Commun., vol. 78, no. 3, pp. 274–286, 2014, doi: 10.1080/10570314.2014.904521.
- [6] Ade, Samsul, and Dinda, "Gambaran resiliensi akademik mahasiswa pada masa pandemi covid-19," J. Pendidik. Dan Konseling, vol. 10, no. 2, pp. 240–246, 2020, [Online]. Available: <http://jurnal.uinsu.ac.id/index.php/al-irsyad>.
- [7] P. K. P. Sari and E. S. Indrawati, "The relationship between peer social support and academic resilience in final year students majoring in x faculty of Engineering, Diponegoro University," Empati, vol. 5, no. April, pp. 177–182, 2016.
- [8] P. Aisyah and R. A. Listiyandini, "Peran Resiliensi Dalam Memprediksi Kualitas Hidup," PESAT (Psikologi, Ekon. Sastra, Arsit. Tek. Sipil), vol. 6, no. 2014, pp. 58–65, 2015.
- [9] H. Li, A. J. Martin, and W. J. J. Yeung, "Academic risk and resilience for children and young people in Asia," Educ. Psychol., vol. 37, no. 8, pp. 921–929, 2017, doi: 10.1080/01443410.2017.1331973.
- [10] L. F. Rojas F., "Factors Affecting Academic Resilience in Middle School Students: A Case Study," GiST Educ. Learn. Res. J., vol. 11, no. 11, pp. 63–78, 2015, doi: 10.26817/16925777.286.
- [11] J. Haines et al., "Family functioning and quality of parent-adolescent relationship: Cross-sectional associations with adolescent weight-related behaviors and weight status," Int. J. Behav. Nutr. Phys. Act., vol. 13, no. 1, pp. 1–12, 2016, doi: 10.1186/s12966-016-0393-7.

- [12] T. Capri, M. C. Gugliandolo, G. Iannizzotto, A. Nucita, and R. A. Fabio, "The influence of media usage on family functioning," *Curr. Psychol.*, vol. 40, no. 6, pp. 2644–2653, 2021, doi: 10.1007/s12144-019-00204-1.
- [13] A. Rezaei-Dehaghani, M. Keshvari, and S. Paki, "The relationship between family functioning and academic achievement in female high school students of Isfahan, Iran, in 2013-2014," *Iran. J. Nurs. Midwifery Res.*, vol. 23, no. 3, pp. 183–187, 2018, doi: 10.4103/ijnmr.IJNMR_87_17.
- [14] M. Goshin, "Types of Parental Involvement in Education, Socio-Economic Status of the Family and Students' Academic Results," no. 3, pp. 68–90, 2018, doi: 10.17323/1814-9545-2018-3-68-90.
- [15] M. C. Kuni Aminati, Rokhmaniyah, "Pengaruh Keterlibatan Orang Tua Dalam Belajar Terhadap Prestasi Akademik Siswa Kelas V Sekolah Dasar Negeri se-Kecamatan Buluspesantren Tahun Ajaran 2020/2021," *Kalam Cendekia J. Ilm. Kependidikan*, vol. 10, no. 1, 2022.
- [16] N. Zola, A. Ilyas, and Y. Yusri, "Karakteristik Anak Bungsu," *J. Konseling dan Pendidik.*, vol. 5, no. 3, pp. 109–114, 2017, doi: 10.29210/120100.
- [17] R. Rusnoto, I. Indanah, and S. Siska, "Hubungan Antara Jenis Kelamin Anak Dan Jumlah Saudara Anakdengan Perilaku Siblingrivalry Anak Usia Toddler Di Paud Desa Dema'an Kota Kudus," *Indones. J. Perawat*, vol. 5, no. 2, p. 30, 2020, doi: 10.26751/ijp.v5i2.1349.
- [18] N. Annisa, "Pengaruh Lingkungan Keluarga dan Media Gadget terhadap Perkembangan Karakteristik Siswa di SMAN 2 DUMAI Kelas Tiga," vol. 2, no. 1, pp. 51–61, 2022.
- [19] D. Setiardi, "Keluarga Sebagai Sumber Pendidikan Karakter Bagi Anak," *Tarbawi J. Pendidik. Islam*, vol. 14, no. 2, 2017, doi: 10.34001/tarbawi.v14i2.619.
- [20] S. Makhmudah, "Penguatan Peran Keluarga Dalam Pendidikan Anak," *Martabat J. Peremp. dan Anak*, vol. 2, no. 2, 2018, doi: 10.21274/martabat.2018.2.2.269-286.
- [21] N. D. Tamardiyah, "Minat Kedisiplinan dan Ketekunan Belajar terhadap Motivasi Berprestasi dan Dampaknya pada Hasil Belajar Matematika SMP," *Manaj. Pendidik.*, vol. 12, no. 1, pp. 26–37, 2017, doi: 10.23917/jmp.v12i1.2972.
- [22] S. Anjariah, "Prestasi Belajar Siswa Ditinjau Dari Dukungan Sosial Orang Tua," *La Soc. la Soc.*, vol. 2, pp. 5–65, 2016.
- [23] E. Novianti, "Pengaruh Dukungan Keluarga dan Teman Sebaya terhadap Kecemasan Belajar saat Pandemi Covid 19 pada Remaja The Effect of Family and Peer Support on Study Anxiety during The Covid-19 Pandemic in Adolescents," *J. Ilm. Kesehat. Masy.*, vol. 13, no. 4, pp. 179–185, 2021.
- [24] A. rahman Hakim and Sulistiawati, "Hubungan antara kecerdasan emosional dan motivasi belajar dengan prestasi belajar siswa kelas VIII MTsN Ngemplak Boyolali," *Pendidikan*, vol. 3, no. 2, pp. 165–176, 2018.
- [25] R. Yulika, "Pengaruh Kecerdasan Emosi Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Di Smp Negeri 1 Sengkang," *J. Inspiratif Pendidik.*, vol. 8, no. 2, pp. 252–270, 2019, [Online]. Available: <http://journal.uin-alauddin.ac.id/index.php/Inspiratif-Pendidikan/article/view/7838>.
- [26] T. E. Jatmikowati, "Efektifitas Komunikasi Orang Tua Terhadap Kepribadian Intrapersonal Anak," *Pedagog. J. Anak Usia Dini dan Pendidik. Anak Usia Dini*, vol. 4, no. 2, p. 1, 2018, doi: 10.30651/pedagogi.v4i2.1936.
- [27] F. Fensi, "Membangun Komunikasi Interpersonal Orang Tua Dengan Anak Dalam Keluarga," *J. Pengabd. dan Kewirausahaan*, vol. 1, no. 1, pp. 47–55, 2018, doi: 10.30813/jpk.v1i1.1005.
- [28] M. J. P. Della Agustia Ningsih, Diah Utaminingsih, "Hubungan Komunikasi Keluarga dengan Kecenderungan Penggunaan Strategi Coping pada siswa Correlation of Family Communication The Trends of The Use of Strategy Coping In Students," 2020.

- [29] D. Primasari, "Bonding Orangtua-Anak, Dukungan Sosial, Self- Esteem, Strategi Coping, dan Kesejahteraan Subjektif Pada Siswa Sekolah Menengah.," 2017.
- [30] N. Setyaningsih, "Pengaruh Self-Regulated Learning, Goal Orientation Dan Kecerdasan Emosional Terhadap Prestasi Belajar Pada Siswa Kelas V Sekolah Dasar Islam Al-Azhar 5 Kemandoran Jakarta," *J. Psikol. Pendidik.*, vol. 10, no. 1, pp. 1–10, 2021.
- [31] Yulia Herawaty and Ratna Wulan, "Hubungan Antara Keberfungsian Keluarga dan Daya Juang Dengan Belajar Berdasar Regulasi Diri Pada Remaja," *J. Psikol. UIN Sultan Syarif Kasim Riau*, vol. 9, no. Desember, p. 138=147, 2013.
- [32] A. H. Pertamaningtias and U. Listyaningsih, "Fungsi Keluarga terhadap Pendidikan Karakter Anak Usia Sekolah Dasar di Kecamatan Saptosari Kabupaten Gunungkidul," *J. Bumi Indones.*, no. 1, 2018, [Online]. Available: <https://core.ac.uk/download/pdf/295176760.pdf>.