



Optimization of family functions and parental support in improving student' s academic adjustment ability

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ABSTRACT

Changes in learning patterns both before and after the COVID-19 Pandemic require students to have adjustment abilities. The ability of students to adjust academically in blended learning does require not only teachers' support at school but also the role of parents at home. Well-functioning family is also an important supporting environment for students to have an excellent academic adjustment. To assist parents in helping and guiding students in academics, a workshop for parents was carried out to optimize family functions and parental support in improving students' academic adjustment. A total of 15 parents of Junior High School 4 Jatinangor students participated in this activity. Participants were representatives' parents from grades 7 to 9 of junior high school. The results indicate an increase in parental understanding regarding the role of family functions and parental support for students' academic adjustment. Parents also responded well and were satisfied with the materials and activities.

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1. INTRODUCTION

The COVID-19 Pandemic in almost all countries has brought many life changes in various settings. One of them is in the world of education, where students are asked to study from home. This change in learning patterns occurred so quickly, and suddenly it was carried out as a response from the government to prevent the spread of the COVID-19 virus. After the pandemic runs for two years or later, conditions get better called post pandemic. Students are starting to undergo a Blended Learning system, which is explained as a learning system that combines face-to-face learning with technology-mediated instruction (Bonk & Graham, 2006). At the beginning of the COVID-19 Pandemic, learning was carried out by students through completely online activities. During the post-pandemic, it became partly done offline and partially online simultaneously. Students are obliged to take turns going to school, so there are times when students attend school, and there are times when students attend school online from home.

Everything that changes during to post-Pandemic COVID-10 requires humans to adjust, including, in this case, students in the Blended Learning setting. The ability to interact successfully in a new learning environment to cope with existing academic demands is called the academic adjustment (van Rooij et al., 2018). Academic adjustment is an individual's ability to manage various social, psychological, and physical school environment challenges (Anderson et al., 2016). This academic adjustment process does not mean that students are required to change according to the circumstances of their environment. It is, instead, how students can try to combine their potential with existing environmental conditions so that no matter how small or big the changes that occur, students can still optimize their potential (Sunny et al., 2017). Student academic adjustment is an important skill needed because, in previous studies, academic adjustment is positively correlated with study progress and student performance (Rienties et al., 2012). Several studies have also demonstrated the critical role of academic adjustment in predicting achievement (Aspelmeier et al., 2012; Rienties et al., 2012). It could be concluded that academic adjustment plays an essential role in students gaining academic achievement.

The ability of students to adjust academically in the era of blended learning is not easy due to several challenges (Herman & Fatimah, 2022). Students need teachers' support at school and parents' role at home. The previous study has shown that a high-quality parent-child relationship demonstrated by positive affection, warmth, and support for emotionality and independence can help students to achieve at school (Weiser & Riggio, 2010). Supportive parents who understand the needs of their children and create a comfortable atmosphere at home will make the learning situation conducive and, at the same time, be able to motivate their children to keep going and attend lessons at school with enthusiasm. Vice versa, less supportive parents will make children uncomfortable studying at home, and they may impact learning activities at school to become not optimal. According to Malecki & Demaray (2002), parental support can be divided into four types, there are emotional support, instrumental support, informational support, and appraisal support. Emotional support show trust, love, and empathy for their children's socio-emotional needs. Instrumental support shows tangible help to children when needed, and informational support is about giving advice or guidance to children. The last type, appraisal support, refer to evaluative feedback supplied to individuals.

When students are required to maintain learning motivation with changing learning situations, some days school done at school and other days done at home, the support and well-functioning of the family are also necessary. The well-functioning of the family will also determine how children can adapt to this new learning method and requirements. Families that function harmoniously will increase students' self-confidence so that students will find it easier to interact and do activities in a new environment. Research shows that families that work harmoniously will increase students' self-confidence so that students will find it easier to interact and do activities in a new environment. In the end, this will help students to do well at school. Research shows that family involvement influences student academic achievement (Lara & Saracostti, 2019; Sanchez-Ruiz et al., 2013). For example, students can study at home comfortably and have proper study regulations. When students go to school, they stay motivated to go to school and learn.

The post-pandemic situation, which again challenges students to adjust to the Blended Learning system, is predicted to need parents' support and having a well-functioning family. The shift in the role of parental support from online learning activities to blended learning activities will certainly provide a different dynamic picture of the success of the student's academic adjustment, likewise with the function of the family on the success of students' academic adjustments. Students with families that function harmoniously are predicted to get a supportive environment and support to participate in learning activities from home and school (Oluyemisi-Adeniji & Mabekoje, 2019). Conversely, a family

that functions disharmonious can cause students to have difficulty becoming independent and adjusting to demands (Burke et al., 2018).

In junior high school students, parental support and a well-functioning family are needed to adjust to school demands and for students' well-being. [Fayyaz & Hashmi \(2022\)](#) said according to the findings of their research, there is a strong connection between adolescents' emotions and academics. Therefore, they need guidelines before making any decision. Parents and teachers provided these guidelines. Continuous guidelines in this stage of age will lead to better academic results. Furthermore, this positively affects their personality, self-esteem, self-confidence, and self-independence. A previous study also showed the perception by adolescents of high levels of affect and communication related to their parents, explaining the adolescents' life satisfaction ([Perez-Fuentes et al., 2019](#)). Parent-child interaction could lead to the improvement subjective well-being of the adolescent.

To assist parents in assisting and guiding students to study after the post-COVID-19 period, a workshop was held for parents of junior high school students in Jatinangor as a Community Service program integrated with Padjadjaran University lecture. The material provided in this workshop is to equip parents about academic adjustment, parental support, family functions, and strategies that can be implemented to increase the academic adjustment of junior high school students at school.

2. METHOD

Activity Method

The activities included a Workshop on Optimizing Family Functions and Parental Support in Improving Students' Academic Adjustment Ability. This activity was held offline at SMP Negeri 4 Jatinangor, Sumedang. The participants of this workshop were 15 parents of Junior High School 4 Jatinangor students, and the parents were representatives from levels 7 – 9 Junior High School. The team conducted research, analyzed the problems, and designed a workshop as a community service method. Through this activity, it is hoped that parents can know, understand, and practice things that parents can do as a form of support that can be given to students, which is expected to help students to be able to adjust to school (in Figure 1).

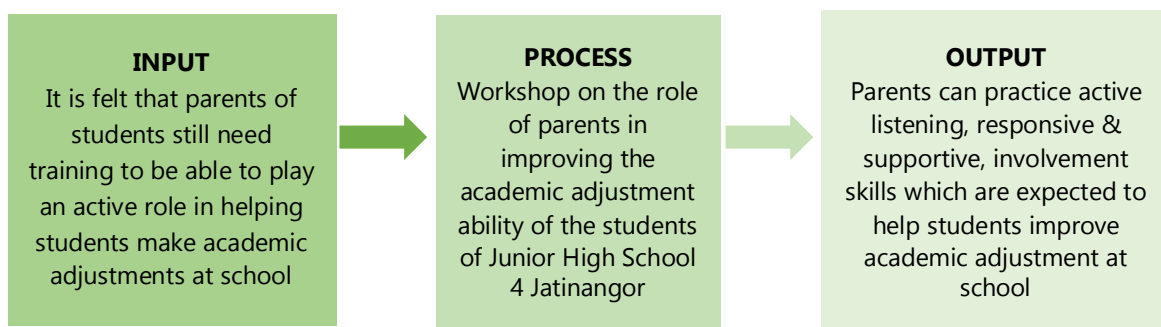


Figure 1. Problem-solving solution framework

The workshop content was developed from the academic adjustment theory of Anderson et al. (2016), the Parental Support theory of [Malecki & Killpatrick \(2002\)](#), and the Family Function theory of [Epstein et al. \(1983\)](#). After the content is delivered to the parents, there will be an evaluation based on the approaches used. Following the activity implementation stages.

Preparation Phase

The preparatory stage includes making activity plans, preparing materials/modules to be provided, making evaluation designs, determining activity participants from each level, and preparing the tools and materials needed in activities, such as posters, banners, seminar kits, etc. (in Figure 2). The preparation phase included a discussion with the school to determine the suitability of the workshop topic (in Figure 3). The number of participants who will participate is also planned with the school in collaboration with the parent associations (POMA). The school also suggested that the student organizations (OSIS) were allowing taking part as organizing committees.



Figure 2. Preparation module
Figure 3. Discussion with the school

Implementation Stage

The workshop implementation includes several activities, including filling in the pre-test, presentation, question and answer, role play, post-test, and activity evaluation. At the beginning of the workshop, participants were required to fill in the attendance form and receive the seminar kits, as seen in Figure 4. The material presented was about academic adjustment, parental support, family functioning, and strategies that can be implemented to improve junior high school students' academic adjustment at school (active listening, supportive and responsive, and involvement). The material is presented using lectures, group activities, and role plays methods. The speaker (in Figure 5) delivered lectures to the participants.



Figure 4. Attendance form
Figure 5. Speakers

In group activities, participants could learn more through games and the participants' storytelling, and the parents, as participants, get opportunities to receive personal feedback from speakers (Figure 6 and Figure 7).



Figure 6. Games in Group activity
Figure 7. Personal Feedback in Group Activities

The roleplay method was also used in the workshop to make the participants better understand and empathize with playing their role in supporting their children, as seen in Figure 8. Roleplay is carried out so parents can practice active listening, providing responses and support, and showing involvement in their child's academic activities in the post-pandemic situation. At the end of the workshop, the Questions and Answers were held to ensure the participants fully understood and could implement the material in daily life, as seen in Figure 9.



Figure 8. Role play
Figure 9. Q and A activity



Figure 10. Prizes
Figure 11. Giving a token of appreciation
Figure 12. Group photo

Stage Evaluation of the Programme and Closing

To ensure the workshop achieves its goals, the evaluation form was distributed to the audience to fill in. Both reactions and learning evaluation forms were filled in, and afterward inputting the data, the team analyzed the data and wrote them in reports. In the Closing session, the most active participants and the group that won the games were given prizes (Figure 10). In Figure 11, as an appreciation for the collaboration between the university and the school, a token of appreciation was given to the school from the university and the university from the school. Finally, A photo group was taken to memorize the workshop (Figure 12).

Evaluation Design

Evaluation of activities is carried out at two levels of assessment: evaluation of reactions and evaluation of learning. The reaction evaluation measures the participants' satisfaction with the workshop activities. This evaluation was carried out using a questionnaire given to parents of students. Several aspects are assessed, from the workshop, material content, material delivery, practice sessions, consumption, door prizes, and seminar kits provided. The reaction evaluation item consists of 10 statement items using a Likert scale. Participants were asked to choose numbers 1-4 (strongly disagree-strongly agree). These numbers show how much the participant agrees with the statement.

The learning evaluation is carried out by giving tests to participants before and after the implementation of the activity to see whether there is an increase in knowledge before and after the workshop performance. The test consists of 11 questions in multiple-choice form (e.g. (1) Academic adjustment requires support from the social environment, name the parties that play the most role... A. Family; B. Parents; C. Head of School; D. Teacher. (2) Student academic adjustment is important in the success of student education, because... A. Helping students live a fun school life; B. Help students to learn well; C. Helping students catch lessons well; D. Helping students have good personal well-being. (3) Is an example of a well-functioning family in the child's academic life, except:... A. Listening to children's stories after school; B. Doing schoolwork for children; C. Implement family rules to school activities; D. Instructing children to do their schoolwork).

The test is based on the academic adjustment theory of Anderson et al. (2016), the Parental Support theory of Malecki & Demaray (2002), and the Family Function theory of Epstein et al. (1983). There are also questions related to examples given in the presentation of content material in the workshop.

3. RESULTS AND DISCUSSION

Results

A reaction evaluation is carried out in learning evaluations to determine participant satisfaction with the activity. The evaluation results obtained an average value of 3.2 up to 3.4 for the entire assessment. The review shows that the participants were generally satisfied with the activities. Looking more specifically at the evaluated aspects, all aspects also have an average score of > 3. This means that the participants are satisfied with the content of the material, the speaker's presentation, the practical sessions carried out, the consumption, door prizes, and seminar kits were given to the participants. This result means the workshop received a positive response from the participants, as seen in Table 1.

The following are the results obtained from the pre-test and post-test to measure the knowledge of the parent: (1) Before the workshop, 11% of parents considered teachers at school to have the most role. After the workshop, 44% of parents believed the family to have the most role in supporting their

child's academic adjustment, and around 5% of parents considered the teachers at school to have the most role; (2) Before the workshop, 50% of parents thought academic adjustments could affect children's learning well, and 5% thought they affected children's well-being. After the workshop, 44% of parents thought academic adjustments could influence children's learning well, and 5% thought they affected children's well-being; (3) Before the workshop, as many as 61% of parents responded to parents' emotional support for their children by giving them more time to talk with them, and 16% of other parents by doing their children's schoolwork. After the workshop, 72% of parents responded to the emotional support parents have for their children by giving them more time to talk with them. Another result is that 5% of other parents provide space for their children to learn as instrumental support, and 5% praise their children's success as a form of appraisal support; (4) Before the workshop, as many as 61% of parents responded to an example of family functioning that was not good in their children's academic life by helping with their child's schoolwork. As much as 11% of parents responded by ordering their children to do their schoolwork. After the workshop, as many as 55% of parents responded to an example of family functioning that is not good for children's academic life by helping with their child's schoolwork. As many as 11% of parents responded by listening to children's stories when they came home from school; (5) Before the workshop, 33% of parents responded to an example of the role of parents when their children have problems is to provide solutions to their children's issues. As many as 5% of parents responded by asking children about the problems they are facing. None parents responded by inviting discussions to find solutions to problems. After the workshop, 38% of parents responded to examples of the role of parents when their children had problems by asking their children about the difficulties they faced, and many as 5% responded by inviting discussions to find solutions to problems; (6) Before the workshop, 61% of parents responded to the example of the role of the family as a supporter of children's adjustment Ability through communication, and as many as 27% of parents with affective responses. After the workshop, 72% of parents responded to examples of the role of the family as supporting children's adjustment Ability by communicating and as many as 50% of parents by giving roles to children and helping in solving problems.

Table 1. Result of reaction evaluation

| Aspect | Mean |
|-----------------------------|------|
| Content Material | 3.4 |
| Penyampaian Pemateri | 3.4 |
| Practice Session | 3.5 |
| Consumption | 3.2 |
| Door prizes and Seminar Kit | 3.3 |
| Entirety | 3.4 |

Discussion

The workshop aims to increase parental participation in children's academic life. Previous studies have proven that the role of parents, for example, in the form of involvement or providing support, is the key to academic adjustment and is positively related to children's academic achievement (Benito-Gomez, et al., 2021; Serna & Martinez, 2017; Weiser & Riggio, 2010). Children who do not receive support from their parents or their parents are less involved in their academic activities will experience difficulties in carrying out their educational activities and obtain low academic achievement. The result of the workshop showed that cognitively parents have aware that they have the same important role in their children's academic adjustment as the teacher. Although not all parents understand that academic

adjustment plays an important role for their children to study well after the workshop, they are beginning to understand the support the students need to increase their academic adjustment ability. 72% of parents know to give emotional support to their children and plan to take time to talk and respond to their children's socio-emotional needs.

Through this activity, parents can better understand the importance of the role of the well-functioning family in student academics. This understanding will help parents carry out their functions as they should. When the family functions harmoniously, students will get a supportive environment and support for participating in learning activities from home and school (Olujemisi-Adeniji & Mabekeje, 2019). Before the workshop, 61% of parents think it is for the family to interfere by helping with their child's schoolwork. After the workshop, 55% of parents still feel the same. Along with an increasing number of 11% of parents responded by listening to children's stories when they came home from school, as an act of good communication if a well-functioning family. Parents understand that increasing family involvement can influence student academic achievement. In line with previous studies found that family involvement affects student academic achievement (Lara & Saracostti, 2019; Sanchez-Ruiz et al., 2013).

After the workshop, parents understand that for the family to function harmoniously, there are several things they can do, such as helping children in solving problems, controlling children's behavior, communicating, responding, and being effectively involved. This activity also makes parents understand that several forms of support can be provided by parents so that students can adjust to academic demands, namely support in the form of emotional, instrumental, informational, and appreciation.

Based on the explanation above, workshop activities for parents are essential to strengthen parents' active role in academic life. Besides increasing parents' understanding of the importance of their role in their child's academics, parents can also find out what strategies they can apply. From the activity evaluation results, this workshop could also be carried out well because the participants could follow it well, and the participants were satisfied with its implementation, as seen in Table 1.

4. CONCLUSION AND RECOMMENDATIONS

Workshop on optimizing family functions and parental support in improving academic adjustment ability for junior high school students in the Jatinangor District can increase parents' knowledge of junior high school students' academic adjustment Ability. Most of the parent's knowledge has increased of the importance of the support they can give the students, and they also know what type of support can be given. The understanding of a well-functioning family is increasing, primarily related to the activities that parents can do. In addition, this workshop can help answer the need for parents to be involved in student academic activities to help improve student academic adjustment and increase student well-being. In the implementation of this workshop, 30 participants were registered with details of 10 parents from each level. On the day of the workshop, 15 parents from all levels came. Workshops can still be held with the hope that the parents who attend can pass on the material obtained to other parents. The workshop also includes teacher representatives to attend listening as a solution to the reduced number of participants present. It is recommended for workshop preparation to ensure the presence of parents intensively. Anticipatory steps can also be taken by increasing the number of invitees so that if someone is not present, there will still be many participants who can become representatives of each level.

This workshop was attended by parents who are highly concerned about the success of their children's studies, and therefore the workshop can take place smoothly, and the participants were cooperative. On the other hand, this means that not all types of parents have been accommodated in

this workshop, especially parents whose awareness needs to be raised to support their children's studies. It is recommended that during the preparation phase, when discussing parent participants, parents are also identified by students who are still struggling to adapt at school. Specifically, the school could invite these parents to the workshop. Thus schools will be more helpful in partnering with parents in optimizing the learning achievement of their students. Workshop on Optimizing Family Functions and Parental Support in Improving Academic Adjustment Ability for Junior High School Students recently held in the Jatinangor District. This workshop can be disseminated to other Junior High Schools, so its benefits will expand. The modules used can be multiplied to provide broader access for the parents of Junior High Schools. It is recommended for those concerned with education to do modules with similar topics for the next level of education, Senior High School and college.

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Education and training to build awareness of organizational diversity in senior high school teachers

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