Investigating Family and Peer Support on Learning Habits and Achievements in Online Learning

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ARTICLE INFO	ABSTRAK
	Penelitian ini bertujuan untuk menganalisis peranan dukungan keluarga dan teman sebaya pada masa pembelajaran daring terhadap prestasi belajar mahasiswa melalui kebiasaan belajar. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan jenis eksplanatori dan teknik analisis data menggunakan *partial least square (PLS)* dengan konstruk reflektif. Sampel yang diambil adalah mahasiswa pendidikan geografi angkatan tahun 2020 dan 2021 Universitas Siliwangi sebanyak 100 orang mahasiswa secara proportional random sampling. Penelitian ini menganalisis hubungan dukungan keluarga dan teman sebaya menjadi variabel eksogen, kebiasaan belajar menjadi variabel mediasi dan prestasi belajar menjadi variabel endogen. Hasil dari penelitian ini ditemukan bahwa dukungan keluarga dan teman sebaya memiliki tingkat pengaruh yang signifikan terhadap kebiasaan belajar, selain itu kebiasaan belajar mempengaruhi prestasi belajar.
	ABSTRACT *This study aimed to analyze the role of family and peer support during online learning on the students through study habits. The method used in this research is quantitative with explanatory type and data analysis technique using partial least square (PLS) with reflective construct. The samples taken were students of geography education classes of 2020 and 2021 at Siliwangi University, as many as 100 students by proportional random sampling. This study analyzes the relationship between family and peer support as the exogenous variable, learning habits as the mediating variable, and learning achievement as the endogenous variable. The results of this study are that the support of family and peers has a significant level of influence on study habits and that study habits affect learning achievement.*

INTRODUCTION

The COVID-19 pandemic has affected all systems of education. The development of COVID-19 in the world occurred in January 2020 and began to be a trending topic in government and society. In response to this issue, the Central Government and the Ministry of Health of the Republic of Indonesia informed that in March 2020, COVID-19 entered Indonesia. Therefore, the government had to make efforts to prevent the spread, and one of them is implementing the Work from Home (WFH) policy for state civil servants and private sectors with the aim of preventing the spread of COVID-19.

Thus, the government implements an online learning system at all types and levels of school. Online learning uses internet media in the learning process. Among the applications that are popular are zoom meetings, google meet, and so on (Firmansyah & Maulana, 2021; Rizaldi et al., 2021). Online learning can have a positive or negative impact for students. Some students become more comfortable and active when learning online because it provides more learning experiences outside the classroom, for example, by participating in the independent learning program on an independent campus (Rosali, 2020). Meanwhile, some find it uncomfortable, and even become inactive in asking or conveying their ideas.

Paying attention to variables such as family support, study habits, learning achievement, and social interaction with peers and educators is vital as transformation in learning methods from offline to online will change students' learning achievements. It is in line with what is stated by Safitri & Yuniwati (2019) that many factors affect learning achievement, including internal factors of students. Internal greatly determine changes, including talent, interest, motivation, and level of intelligence. The second is external factors that come from outside the students themselves, which can influence the individual's learning activities, such as family support. Family support is a series of ethics, attitudes, and family recognition of children. There are four functions of family support: appreciation support, informational support, instrumental support, and emotional support (Syahda, 2018).

With the current condition of online learning, the role of the family occupies one of the variables or factors that greatly affect the students' learning activities. Meanwhile, the lecturer's duty also influences the students' learning activities. It is because lecturers have a dual role compared to teachers in schools. In schools, a structural division of roles exists, for example, the counseling guidance teachers (Indonesian: Bimbingan Konseling/BK) who facilitate the students' consultation. In addition, to make students have high learning achievements, students must be introduced to their learning achievements so that these students will improve their learning achievements.

Teachers, parents, and schools must provide social support to establish positively affective relationships with students. This component must be integrated in creating and making model changes in the family setting. This support is essential to provide interventions to improve educational patterns in home learning activities (Ibrahim et al., 2020). Interaction between peers and educators is key to enhancing collaboration and relationships, but is not sufficient to ensure the establishment of a social presence. Creating a positive learning climate to support the formation of study habits is characterized by good social interaction and strong collaboration, interactivity, mutual respect, and interdependence (Cullen et al., 2013).

Peers are friends with the same age level, either legally or illegally (Alhafid & Nora, 2020). Peers have a role in providing support or encouragement to others. It is in accordance with the research by Wilson (2016) that argues that the academic quality of peer groups can motivate each group member to get good academic quality like his friends. Based on the results of this study, peers have an influence on each other. There are two things that students can do to form a positive environment. The first is creating an environment that supports them to study. The second is to find positive friends and join the group. Other factors that influence learning achievement include the study habits of students. Study habits are activities carried out by students to update knowledge or experience. Students need to get good study habits. It proposes that an indicator of good study habits is that students are able to focus on understanding what they are learning.

According Djaali (2011), study habits lead to learning methods carried out by someone. Ways to form good study habits include: (1) having good and effective study time management, (2)

paying attention to the right environment for learning, and (3) studying consistently (Simamora, 2015). This study aims to analyze the role of family and peer support on learning achievement through study habits in Siliwangi University geography education students in the 2020 and 2021 batches. The reason for choosing the 2020 and 2021 entry year students to be sampled in the study is because these two generations have never experienced offline learning since the first semester or the first lecture.

The results show that the support of family and peers has a very influential role in learning achievement, because it can form a pattern of effective study habits of the students. The parents must provide social support for children; so they find it comfortable when studying at home (Hadi, 2020). The preparation of the research has a format divided into several parts. In the next section, we discuss related research in learning psychology which is explained in terms of several theories and taking hypotheses. The next is the explanation of the research model and the possible relationships that occur. Next, we discuss the research methodology, which includes measurement instruments and data collection and analysis. Furthermore, the results and discussion are complemented by subsequent research, limitations and conclusions.

Research on the role of peers and family support in forming study habits is primary because during the COVID-19 pandemic, the teaching and learning process is online so that students will have more time with family and friends who will be in their environment. The controlling role of educators will be limited so that families must be able to direct, supervise and guide their children to study consistently and find the effective learning methods to form a study habit. Peers also have a decisive role as peers are mentors for students who function as friends for discussion, problem solving, and group work. To overcome problems that affect study habits, educators and parents must collaborate. Educators can vary the media and teaching strategies to make the learning more compelling. Besides, teachers must accommodate students to have good interactions in the learning process. Parents have a role of helping motivate their children during online learning. The form of support can be by providing facilities such as smartphones/laptops, internet data, and a quiet and comfortable environment for their children.

The same opinion comes from Komninou (2018) that the development of learning online learning activities requires an optimal level of social presence by educators, parents, peers and has proven crucial in achieving participation, collaboration, and fostering cohesion of the learning community. Numerous research studies on the role of teachers and parents in the online learning process are available. Among them are the study by Alhafid & Nora (2020), examining the role of social support of parents and peers on learning outcomes, and Agustiningtyas & Surjanti (2021) that focusing on peers and learning habits on learning outcomes through learning motivation. Among these studies, not many have analyzed the integration of the role of family support and peers that can form a learning habit in online learning, even though family and peer support has a significant role in creating an effective study habit to achieve learning achievement.

METHOD
Type of research
This study is quantitative research conducted to see the effect of family and peer support on learning achievement through study habits as a mediating variable. The data analysis technique used in estimating the relationship in the research is partial least squares (PLS) with a reflective construct that has the concept of an equation model and uses econometric principles (Ciputra & Prasetya, 2020; Firmansyah & Maulana, 2021).
Population and sample
The population of this study is Siliwangi University Geography Education students. The sample was 100 students of geography education at Siliwangi University class of 2020 and 2021 who have been experiencing online lectures since the beginning. To obtain the best sample, proportional random sampling was used, where the sample taken was divided into each batch of students. The use of 100 respondents was in accordance with the expert opinion that the sample standard in a study was around 30-500 (Sugiyono, 2015).

The data retrieval process uses a questionnaire through a google form by giving five questions for each variable. The data collection process was carried out with ordinal data types which later were transformed into interval data types.

Research measurement tools

In collecting data, the Likert scale was used to quantitatively measure the number of perceptions from the statements presented in the survey. The use of the Likert scale aims to measure the perceptions or opinions of respondents on a scale of 1 to 5, where 1 indicates "strongly disagrees" and 5 means "strongly agrees" (Sugiyono, 2015).

Data analysis technique

Studies looking at complex relationships always use partial least squares focusing on research with a sample of less than 100. Therefore, classroom action research on the relationship between psychological interactions and tourism with a low number of visits (for example, hotel room occupancy) is very suitable to be modeled (Firmansyah et al., 2022; Firmansyah & Nasution, 2020). The variables studied are family and peer support; and study habits as the moderating variable between peers and family support for learning achievement. There have been many studies in the field of education that have analyzed learning achievement, but there is no specific one that examines study habits on learning achievement.

Research design

The results of this study indicate the effect of family and peer support on learning achievement through study habits during online learning. The primary data source used in this study was a sampling unit via an online google form. This data retrieval is to measure the value of the test variables, namely the variables of family support, peers, study habits, and learning achievement (Figure 1), by using a Likert scale of 1 to 5, of which data were then converted into quantitative data in the form of interval data.

The data used in this study are primary data obtained through questionnaires filled in by students of geography education at Siliwangi University and secondary data obtained through other literature references such as books, literature reviews, journals, and other scientific sources. Data processing used the SmartPLS application version 3.3.7. The first data processing stage is the module feasibility stage which consists of 1) Outer Loadings, 2) Construct Reliability and Validity, and 3) Discriminant Validity data using Path Coefficients, and the second stage is the significance stage.
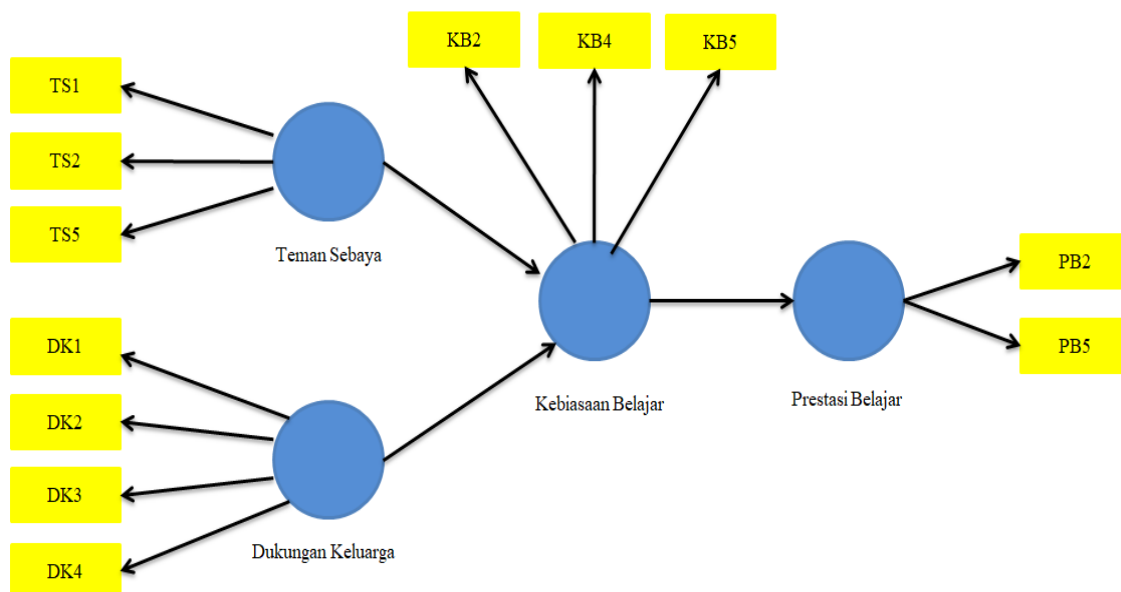

Figure 1. Research model

RESULT

This section explains how the modeling is used, the feasibility test of the model, and the test of the significance of the effect between the test variables (Figure 2). At the modeling stage, the modeling results using the PLS Algorithm showed the outputs, namely: Outer Loadings, Construct Reliability and Validity, and Discriminant Validity. As for seeing whether the model built has the feasibility for the hypothesis testing stage, an evaluation was carried out through the feasibility of the model, namely Outer Loadings, Construct Reliability and Validity, and Discriminant Validity.
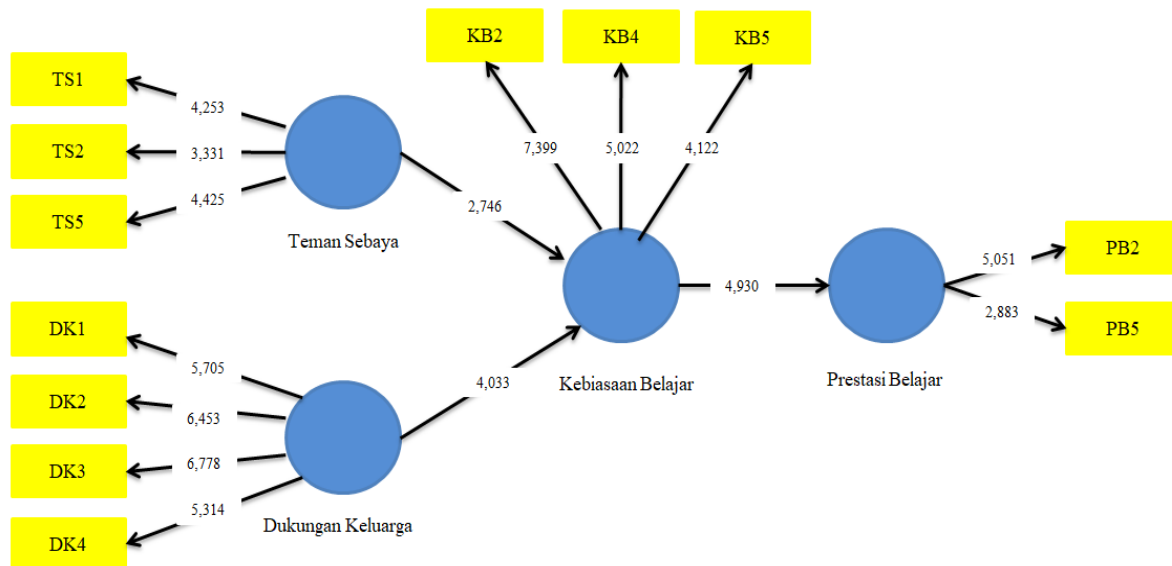

Figure 2 Research model results

To figure out the effect among variables, Bootstrapping was used with Path Coefficients, of which effect can be seen through the P-Value used by 95% (or it must be smaller than 0.05 as the accepted standard for hypothesis testing. The picture above shows the results of processing the research model using the PLS Algorithm. The image also depicts the relationship between peer support and family support's impact on learning achievement by using study habits as a mediating variable. In the feasibility stage of the model, processing with PLS Algorithm is used, which produces calculation outputs, namely outer loadings, construct reliability and validity, and discriminant validity.

Outer loading results

Table 1 shows the estimated value for outer loadings. The value of each item in cross loading has a construct value that is greater than the value of loadings in other constructs. Thus the data on discriminant validity can be accepted.

Table 1 Outer Loadings

Variable	Family Support	Study Habits	Learning Achievement	Friends of the Same Age
DK1	0.736	-	-	-
DK2	0.878	-	-	-
DK3	0.883	-	-	-
DK4	0.770	-	-	-
KB2	-	0.782	-	-
KB4	-	0.709	-	-
KB5	-	0.765	-	-
PB2	-	-	0.726	-
PB5	-	-	0.810	--
TS1	-	-	-	0.841
TS2	-	-	-	0.849
TS5	-	-	-	0.861

Construct reliability and validity

Table 2 show the results of the model estimation using construct reliability and validity.

Table 2 Construct Reliability and Validity

Matrix	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Family support	0.834	0.844	0.890	0.671
Friends of the same age	0.814	0.843	0.887	0.723
Study Habits	0.632	0.639	0.797	0.567
Learning achievement	0.312	0.317	0.743	0.592

Discriminant validity

Table 3 explains that the data from discriminant validity, which were used to determine each variable in the study, produced good values and only displayed the relationship with the variable itself and not from irrelevant variables or indicators.

Table 3 Discriminant Validity

Variable	Family Support	Study Habits	Learning achievement	Friends of the Same Age
Family support	0.819			
Study habits	0.399	0.753		
Learning achievement	0.277	0.443	0.769	
Friends of the same age	0.071	0.277	0.156	0.851

Significant model stages

Table 4 Path Coefficients

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
H1a: Family support -> Study habits	0.382	0.387	0.104	3,684	0.000
H2a: Study Habits -> Learning Achievement	0.443	0.465	0.097	4,549	0.000
H3a: Peers -> Study Habits	0.250	0.253	0.093	2.700	0.007

In drawing conclusions to determine the results of the analysis and proving the hypothesis, it can be found in the path coefficients. Testing with the PLS Algorithm was carried out statistically on the hypothesized relationship through simulation. In this method, calculations are performed using bootstrap on the sample. Testing using bootstrap aims to minimize abnormal data in the test, and the results obtained through testing by generating the path coefficients can be seen in Table 4.

DISCUSSION

Relationship of family support to study habits

Table 4 provides an explanation of the path coefficient values that show the results of the original sample (O) 0.382; sample mean (M) 0.387; standard deviation (STDEV) 0.104; T Statistics 3.684; and P value 0.000. The results show the influence of family support and that all values of the relationship, direct and indirect, influence each other and are significant. Family support has a preponderant role of building children's self-confidence, fostering a high enthusiasm for learning, and helping children carry out learning activities well (Jahja, 2011).

The thing that must be taken into account by parents and lecturers is to include affective values in each learning process in the form of support and motivation to students. In the interaction process, it also provides valuable support for educators to collaborate with other colleagues, increase reflection and the ability to adopt critical perspective in the context of learning (DeWert et al., 2003). Students also need to have a positive and mutually supportive friendship environment to create a pattern of good study habits. In addition, students will appreciate the role of lecturers and feel the presence of lecturers when they can interact with lecturers easily, so timely and consistent presence is a very invaluable role for lecturers (Martin & Bolliger, 2018; Ragusa & Crampton, 2018).

Learning carried out online must provide students with a better learning experience, including paying attention to student psychology to maintain and pay attention to their enthusiasm for learning. Lecturers and parents must also be able to direct students to form positive study habits to maintain and improve their learning achievement. Higher-order cognitive skills require active intervention by educators in the process of building meaningful learning. These skills include the ability of asking questions and deepening individual critical reflection and reflective thinking models (Jones & Ryan, 2014).

Apart from the role played by educators, Muir et al. (2019) found that the level of involvement and perceived quality of the online learning experience is the result of the attitudes and commitment of students. Effective learning occurs when students are dedicated, prepared, self-motivated, have good support and provide relevant comments that can increase participation and quality interaction (Depeursinge et al., 2010; Reeves & Pedulla, 2011).

Relationship between study habits and learning achievement

Based on Table 4, the results of the calculation of path coefficients show the value of the original sample (O) 0.443; sample mean (M) 0.465; standard deviation (STDEV) 0.097; T Statistics 4.549; and P value 0.000. These results indicate that the data and model used have been appropriate and can present phenomena regarding the influence of the relationship between study habits on learning achievement. These data support the results of the research conducted by Retnowati (2017; & Rusmiyati (2017) that show a strong and positive relationship between study habits and learning achievement. Other research Sudjana (2010)concluded that the success of students when participating in the learning process depends a lot on regular and consistent study habits.

The model formed by measuring study habits on learning achievement is valid and can be used in taking learning methods that allow parents and lecturers to provide encouragement or support to students to improve their performance and allow students to find study methods or habits that meet their learning characteristics.

Peer relations against study habits

Based on table 4, the results of path coefficients show the value of the original sample (O) 0.250; sample mean (M) 0.253; standard deviation (STDEV) 0.093; T Statistics 2.700; and P value 0.007. These results indicate that the data and model have met the standard of significance. In other words, this shows that peers have an influence on study habits. Peers have a positive influence on children's learning activities and are expected to be able to provide a positive influence on other friends (Sofyan, 2014). The results of this study unveil that social interaction between peers can trigger socio-cognitive development, and the use of Computer Supported Collaborative Learning (CSCL) allows each other to share knowledge and information.

CONCLUSION

The implementation of online learning policies has an impact on student achievement. Students with the independent learning program should be able to express their interests and talents better. In the learning process, students should get support from the surrounding environment. Support from family, lecturers, and peers has a chief role in fostering a sense of enthusiasm and positive energy formation for learning achievement.

For other researchers who share a similar interest, this research can be developed by including other variables that influence learning achievement. They can also use modeling by

adding other mediating variables to the research model. Furthermore, this research can be developed by expanding the range of respondents and changing the scenario that occurs with case studies in other educational sciences.

The limitation of this research is that the modeling is simple, so further researchers can complement this research with more systematic and comprehensive modeling in looking at the factors that can affect learning achievement in the study of learning psychology. Other fields of study can collaborate, such as the inclusion of economic, social, and cultural aspects to understand the extent to which learning achievement can be formed in the primary, secondary, and higher education.

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