



FAMILY EDUCATION LEVEL AND ACADEMIC PERFORMANCE OF STUDENTS IN THE SECONDARY DEPARTMENT OF ST. JUDE THADDEUS INTERNATIONAL SCHOOL

Ilidio Ximenes Moreira^{1*}, Domingas Ramos X. Belo², Agostinha Barreto³, Rosa da Cruz⁴,
Sebastião Pereira⁵
Biology Department^{2,3,4}, Chemistry Department¹, Faculty of Education Science

ARTICLE INFO

Article history:

Received: 28-11-2023

Accepted: 11-12-2023

Published: 17-12-2023

Keyword: family
education, academic
performance

ABSTRACT

This research aims to understand and analyze the significant influence of family education level on the academic achievement of high school students. This research was conducted at the Secondary Department of St. Jude Thaddeus International School with a sample of 48 students. This research uses a quantitative approach using a questionnaire as a data collection tool. Data analysis was carried out using SPSS version 23.0. The research results show a correlation coefficient (r_{xy}) value of 0.505 indicating a strong correlation, and a simple linear regression equation $Y = 12.149 + 0.651X$. Apart from that, hypothesis testing shows the calculated value (t_{cal}) = 3.969 > table value (t_{table}) = 1.679, which indicates acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H₀). The coefficient of determination (R²) is 0.255 or 25.5%, the remaining 74.5% is caused by other factors not analyzed in this study. Therefore, it can be concluded that there is a significant influence of family education level on students' academic achievement at Secondary Department St. Jude Thaddeus International School. Therefore, it is recommended that parents pay attention to their children's educational needs to ensure their academic success.

* Corresponding author.

E-mail addresses: moreiranagawe@gmail.com (Ilidio Ximenes Moreira)

ISSN: 2523-613X (Online) - ISCE: Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

INTRODUCTION

Education stands as an essential pillar that everyone needs to acquire to empower their knowledge, skills, potential, and abilities to contribute to the development of Timor-Leste. Education is also a fundamental basis for shaping individuals into knowledgeable beings, capable of understanding science. For a nation to develop, it relies on the quality and quantity of human resources.

Education is an important aspect of human resource formation, intellectual capacity, and the mindset of each individual's life. When an individual decides to attend school or pursue academic training, it also depends on family education. The initial education that an individual receives usually starts at home (informal education).

According to (Soares & Pereira, n.d.), family education is the primary foundation compared to other forms of education. The education that families need within their homes involves being close to and paying attention to family members so that children can feel the dominance and dedication of their parents. The success of children in studying and learning depends on parents as well. When children face difficulties with certain subjects, parents should help and assist them in resolving various issues.

Therefore, the level of family education (parents) becomes an essential building block for children in their growth phase. Family education plays a crucial role in assuming responsibility for developing children in all aspects of the family. Families play an important role in shaping their children's education, fostering both informal and formal learning to collaborate and mutually believe in their children's learning. Therefore, parents pay attention to their children's education, sending them to schools that provide quality education and ensure knowledge and skills for their future.

Hence, parents with higher levels of education make efforts to ensure their children receive equivalent and quality education. Therefore, parents pay attention to their children's education by choosing schools that have good quality, especially private and international schools, including St. Jude Thaddeus International School.

St. Jude Thaddeus International School is an international school founded by Filipino educators. This school provides education from preschool to general secondary education. Each year, from preschool to secondary education, limitations are imposed on students, despite the tuition fees being categorized as affordable. However, parents make efforts to send their children to continue their studies at the school, including the

general secondary education level.

Discussing the quality of education involves not only studying and controlling activities at school but also the activities and guidance conducted at home by parents. Parents act as educators, trainers, and motivators for their children so that they can achieve good study results or academic performance.

Academic performance is the result of learning and studying activities carried out by students. According to (Moreira et al., 2021), academic performance refers to the results of students' study activities when they follow the learning activities provided by teachers during a certain period. Academic performance is assessed through the growth of students related to understanding and knowledge of the subjects taught by teachers, measured by both numerical and letter grades. On the other hand, according to Tu'u (2004), academic performance is the result achieved by a student after completing various learning processes or tasks.

LITERATURE REVIEW

Education

According to (Mudyahardjo, 2001), education is a fundamental basis that prepares human resources to gain experiences through learning and thus sustain their lives. In another perspective, according to Andrayani (2017), education is a human activity and effort to improve behavior, attitudes, knowledge, and skills to achieve educational objectives obtained from various educational sources. It signifies that education is an important source through which individuals, during the learning process, acquire knowledge, skills, and values that help improve their lives.

Dewey (2003:69) states that education is a fundamental process to develop both intellectual and emotional aspects of individuals. On the other hand, Hamalik (2001) asserts that education is a process to influence individuals so that they can adapt well to their environment and bring about changes in their lives.

According to the National Education System (Stratified et al., 2022), education is divided into (1) Informal Education, including family education, community education, and school programs, such as mentoring that shares knowledge through radio or television and can also provide information found in journals or magazines; (2) Formal Education, which is school-based education starting from preschool education to higher education; and (3) Non-Formal Education, which includes non-school educational institutions such as courses, seminars, and others.

According to Maunah (2009) cited by (Hidayat & Abdillah, 2019), the objective of education is to bring about changes in individuals' behavior and personal and social lives, as well as in the community and the various environments in which they live. Suardi (2010:7) argues that the objective of education is the result of a deep education that students obtain after participating in educational activities. In another perspective, according to Hidayat & Abdillah (2019), the objective of education, according to UNESCO, is an effort to improve the quality of a nation, emphasizing that improving the quality of education is the primary path, which must be done by enhancing the quality of education.

Parents are the first and fundamental individuals responsible for their children's lives and education (Hasbullah, 2001). Therefore, parents, especially mothers, play a crucial role as the primary educators and principals in guiding their children. Parents must be aware of their responsibilities and actively participate in shaping their children's characters and providing guidance so that their children can lead successful lives.

According to (Alfiana, 2018) in (Stratified et al., 2022), parents are the family components formed by mothers and fathers through legal marriage. Parents have the responsibility to educate, provide thoughts, and guide their children to reach a stage where they are ready for social life.

Slameto (2010) emphasizes that attention and affection from parents create a good relationship with their children, helping them to learn successfully. Additionally, according to Slameto, parents must have an awareness of the responsibility of guiding their children, helping and solving the difficulties they face in their studies at both school and home. Therefore, the success of children's learning in school must be supported by high attention from parents, psychological support, and learning facilities.

Parents are crucial figures in every family. The family's responsibility is to care for and protect their children. Since the family is the primary environment and foundation for the growth and individual development of children, parents, especially mothers, are significant in guiding their children through every stage, especially in the field of education. In summary, families cannot replace the role and responsibility of parents in educating and guiding their children.

According to (Soares & Pereira, n.d.), children's achievement of maturity requires various developmental processes, guided and facilitated by parents, primarily mothers. Families serve as the first and fundamental place for the development and growth of children. Experiences show that institutions, apart from families, cannot replace the functions and responsibilities of parents towards their children.

Families consist of parents and the results of the bond between men and women who have legally married. Parents are responsible for educating, providing thoughts, and guiding their children to achieve goals that prepare them for life in the community. According to Arifin in Suhendi & Wahyu (2001), parents are a group formed by two individuals who have a relationship like a couple or a married couple who live together.

Academic Achievement

According to Siti Maesaroh (2013:11), academic achievement is the result of learning activities or the outcome of efforts and experiences that individuals undertake. Academic achievement is an outcome that cannot be separated from various factors involved in learning. Setiawan (2015) cited in (Stratified, et al., 2022) states that academic achievement is the result of the efforts made by students in school, which is obtained after students go through the entire learning process, including assessments of the subjects they learn during teaching and learning processes.

Gagne (1985:40) mentions that academic achievement is divided into five (5) aspects: intellectual ability, cognitive strategies, verbal information, attitudes, and skills. According to Tu'u (2004:75), academic achievement is a science that develops students through the subjects they learn in the teaching and learning process, and it is based on the ability of students, which teachers assess through tests. Academic achievement is the result of each student's capacity for the relevant subject, aiming to achieve a level of mature knowledge directly measurable by tests. Academic achievement is expressed through numerical or letter grades.

Academic achievement is a form derived from the teaching and learning process, as many factors influence learning. Slameto (2010:54) indicates two factors affecting academic study: (1) Internal Factors (internal factors are factors within an individual's study process, including physical, psychological, and physiological factors); and (2) External Factors (external factors are factors outside an individual who studies. These external factors are grouped into three categories: family factors, school factors, and community factors).

METHOD

The research was conducted at the Secondary Department of St. Jude Thaddeus International School, located in Mascarenhas Village, Vera Cruz Administrative Post, Dili Municipality. The sample for this research consisted of all 11th-grade students in the Science and Technology and Social Sciences and Humanities streams at the

285 | ISCE: Journal of Innovative Studies on Character and Education

Secondary Department of St. Jude Thaddeus International School, totaling 48 individuals.

The variables in this research were the independent variable (parental education level) and the dependent variable (students' academic achievement). The technique used by the researcher to collect data related to the research problem was a questionnaire based on the Likert scale with positive categories ranging from (1) to five (5).

This research is categorized as a study that involves statistical analysis with an approximate quantitative approach. Therefore, a technique is needed to analyze the collected data through the distribution of questionnaires. The data analysis technique provides an explanation related to data processing based on information obtained from the sample as a result of the researchers' survey. In this research, the researchers used the IBM SPSS Statistics 23.0 program for Windows to analyze the collected data.

RESULT AND DISCUSSIONS

Result

The education level of the parents of the students at the Secondary Department of Saint Jude Thaddeus International School is presented in the following table:

No	Education Level	Quantity	Percentage (%)
1	Junior high School	1	2,08
2	Senior high School	7	14,58
3	Bachelor degree	1	2,08
4	Undergraduate	27	56,25
5	Master	10	20,83
6	PhD	2	4,17
Total		Total 48	100,00%

Table 1: Education Level of Father

No	Education Level	Quantity	Percentage (%)
1	Junior high School	2	4,17
2	Senior high School	16	33,33
3	Bachelor degree	1	2,08
4	Undergraduate	23	47,92
5	Master	6	12,50
Total		48	100,00%

Table 2: Education Level of Mother

In this research, the results of descriptive statistical analysis are presented to specifically understand the impacts related to the identified problems in the school, as counted by SPSS, as shown in the following table:

	N	Minimum	Maximum	Mean	Std. Deviation
The education level of the family	48	33	49	42,52	4,645
Study Performance	48	24	50	39,83	5,987
Valid N (listwise)	48				

Table 3: Descriptive Statistics

Analysis of the correlation coefficient to understand the relationship between the variable of family education level and the academic performance of students, which was analyzed using SPSS version 23.0. The results of the correlation coefficient analysis can be seen in the following table

Correlations

		Study performance	The education level of the family
Pearson Correlation	Study performance	1,000	,505
	The education level of the family	,505	1,000
Sig. (1-tailed)	Aproveitamentu estudu Nivel Edukasaun Familia	.	,000
		,000	.
N	Aproveitamentu estudu	48	48
	Nivel Edukasaun Familia	48	48

** . Correlation is significant at the 0.01 level (2-tailed)

Table 4: Correlation result of variabel X and Y

Based on the analysis results in the above table, it shows that the correlation between the variable of family education level (X) and academic performance (Y) has a value of 0.505. This value indicates that the relationship between family education level and academic performance at the Secondary Department St. Jude Thaddeus International School in the academic year 2023 is in the category of a strong relationship according to Sarwono (2006).

Additionally, the results of simple regression analysis from the independent variable (X) and the dependent variable (Y) can be seen in the following table

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,149	7,015		1,732	,090
The education level of the family	,651	,164	,505	3,969	,000

a. Dependent Variable: Study Performance

Table 5: Results of Simple Linear Regression Analysis

Based on the results of the analysis above, shows that the simple linear regression equation in the Coefficients table is as follows: $Y = 12.149 + 0.651X$. Furthermore, the results of the hypothesis test analysis for variables X to Y are as follows:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,149	7,015		1,732	,090
The education level of the family	,651	,164	,505	3,969	,000

a. Dependent Variable: Study Performance

Table 6: Hypothesis Test T Analysis

The results of the analysis indicate that the degrees of freedom (df) = $n-2 = 48-2=46$, with a confidence level of 95% and an error level of 5%, showing that the critical t-value = 3.969 exceeds the tabular t-value = 1.679 (critical t-value = 3.969 > tabular t-value = 1.679) for a 5% error level. Therefore, the null hypothesis is rejected, and the alternative hypothesis

is accepted. From these results, we can conclude that there is an influence of the family education level on students' academic performance in the Secondary Department of St. Jude Thaddeus International School.

Based on this concept, to identify the determination coefficient (R²) in this research is done through the "model summary" analyzed using the SPSS version 23.0 program, as follows:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,505 ^a	,255	,239	5,223

a. Predictors: (Constant), Nivel Edukasaun Familia

b. Dependent Variable: Aproveitamentu estudu

Table 7: Correlation Coefficient

The results from the SPSS analysis show that the value (r²) = 0.255 or 25.5%, indicating that 25.5% of the study performance is influenced by the variable Family Education Level (X), while the remaining 74.5% is influenced by other factors not covered in this study.

Discussion

Based on the results of the data analysis conducted using SPSS, it is evident from the regression coefficient (correlation coefficient) value of 0.505 that there is a strong relationship between the variable of family education level (X) and the academic performance of 11th-grade students in the Secondary Department of St. Jude Thaddeus International School. With this value, it is indicated that a higher level of family education positively correlates with better academic performance. Additionally, the simple linear regression analysis yielded an equation $Y = 12.149 + 0.651X$, showing that when the value of the family education level variable (X) decreases or becomes zero, the quantity of students' academic performance is 0.651. Therefore, an increase or enhancement in the family education level would correspond to an increase in academic performance by the value of 0.651.

Moreover, the hypothesis testing results indicate a t-value of 3.969, exceeding the critical t-value of 1.679, with a significance level of 0.000. This signifies the rejection of the null hypothesis (H₀) and the acceptance of the alternative hypothesis (H_a). Thus, the family education level significantly influences academic performance at the Secondary Department of St. Jude Thaddeus International School in the academic year 2023.

To understand the contribution of the independent variable to the dependent variable, the coefficient of determination (r^2) is examined. The calculated r^2 value of 0.255 indicates that the family education level contributes to 25.5% of the variance in academic performance, while the remaining 74.5% is influenced by other unexplored factors in this study.

In conclusion, the questionnaire data analysis reveals a strong and significant influence of the family education level on the academic performance of 11th-grade students at the Secondary Department of St. Jude Thaddeus International School. Therefore, parents are encouraged to pay attention to the educational needs of their children, ensuring they have a conducive learning environment to achieve good academic results. The study results suggest that academic performance is influenced by the learning process with various sciences and creativity, as reflected in the values demonstrated by the students following their study outcomes.

CONCLUSIONS

Based on the research results, the researchers conclude that there is a significant influence of the family education level on the academic performance of 11th-grade students at the Secondary Department of St. Jude Thaddeus International School, as evidenced by the calculated t -value = 3.969 > critical t -value = 1.679, indicating the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). The contribution of the family education level variable (X) to the academic performance variable (Y) with a value of 0.255 or 25.5% and the remaining 74.5% was influenced by other unexplored factors in this study.

REFERÉNCES

- Andrayani, A. (2017). *Pengaruh Tingkat Pendidikan Orang Tua dan Motivasi Belajar Terhadap Prestasi Belajar Biologi Siswa Kelas XI SMA Muhammadiyah 5 Todanan Kabupaten Blora Tahun Pelajaran 2016/2017*. Skripsi. Semarang: Universitas Islam Negeri Walisongo
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Craft, M. 1984. *Education for diversity*. In *Education and cultural pluralism*, ed. M. Craft, 5–26. London and Philadelphia: Falmer Press.

- Dewey, J. (2003). *Dasar-Dasar Ilmu Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Fathoni, A. (2005). *Methodologi Penelitian & Teknik Penyusunan Skripsi Cet.1*. Jakarta: PT. Rineka Cipta
- Geldard, D. & Geldard, K. (2011). *Konseling Keluarga*. Yogyakarta:Pustaka Pelajar
- Hamalik, O. 2001. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Hidayat, R., & Abdillah (2019). *Ilmu Pendidikan"Konsep, Teori dan Aplikasinya*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI)
- Hasbullah. (2001). *Dasar Ilmu Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Ibnu, S., Mukhadis, A & Dasna, I.W. (2003). *Dasar-dasar Metodologi Penelitian*. Malang: Universitas Negeri Malang.
- Moreira, I.X. et.al. (2018). *Matadalan Hakerek Monografia Analiza Kualitativa no Kuantitativa*. Dili: Sentru Peskiza Instituto Superior Cristal
- Moreira, I. X., et.al. (2021). *The Effect Of Learning Activities On Learning Achievement In 3rd Grade Students At Ensino Básico*. 5(1), 53–62.
- Mudyahardjo, R. (2001). *Pengantar Pendidikan. (Sebuah Studi Awal Tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia)*. Jakarta: PT Raja Grafindo Persada.
- Riduwan. (2006). *Metode dan Teknik Menyusun Tesis*. Bandung: Alfabeta.
- Riduwan, & Sunarto. (2011). *Pengantar Statistika: Untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis*. Bandung: Alfabeta.
- Saleh, A. (2007). *Teori-Teori Pendidikan Berdasarkan AlQur'an*. Jakarta: Rineka Cipta.
- Sarwono, J. (2006). *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta.:Graha Ilmu.
- Soares, C., & Pereira, F. (n.d.). *Kuandu familia menus iha*.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Edisi ke 2 Cetakan 4. Bandung: Alfabeta
- Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Stratified, P., Sampling, R., Pendidikan, T., Tua, O., Penghasilan, T., & Tua, O. (2022). *Tua Terhadap Prestasi Belajar Siswa Kelas Vii Pada Smp Negeri 7 Dumai Di Masa*

Pandemi Covid-19, 8(2), 85–97.

Suhendi, S. & Wahyu, R. (2001). *Pengantar Studi Sosiologi Keluarga*. Bandung: Pustaka Setia

Suardi, M. (2018). *Belajar dan Pembelajaran*. Yogyakarta: Deepublish

Sukardi. (2004). *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara.

Taroreh, J., Makaliwe, N. & Ruusen, L. (2021). Pengaruh Lingkungan Keluarga Dan Lingkungan Masyarakat Terhadap Hasil Belajar Mata Pelajaran Kewirausahaan Siswa Smk N 1 Tumpaan. *Literacy: Journal Pendidikan Ekonomi*. ISSN 2774-9185. Vol. 2 No. 1.

Tu'u, T., (2004). *Peran Disiplin pada Perilaku dan Prestasi Siswa*. Jakarta: Rineka Cipta
Wibowo, A.E. (2012). *Aplikasi Praktis SPSS Dalam Penelitian Cetakan I*. Yogyakarta: Gava Media.