THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FAMILY SUPPORT WITH STUDENT ACHIEVEMENT IN HISTORY AT SMA NEGERI 1 PANCUR BATU

Khoiriyah Nurul Abdulloh[1], Suaidah Lubis[2], Lahmuddin Lubis[3]

[1,2,3]Master Psychology Program, Universitas Medan Area
Corresponding E-mail: khoiriyahnurul150@gmail.com

ABSTRACT

This study aims to determine the relationship between emotional intelligence and family support with achievement in history lessons at SMA Negeri 1 Pancur Batu. Student achievement is related to how students get the quality or effectiveness of the level of learning achievement consisting of objectives, learning materials, strategies, learning tools, students and teachers. The hypothesis put forward is that there is a positive relationship between emotional intelligence and family support with student achievement in high school students. The sampling technique used purposive sampling, a sample of 117 students. This research uses emotional intelligence scale and family support scale. The method of data analysis is analysismultiple regression.Based on the data analysis carried out, the research results are obtained: 1) there is a significant positive relationship between Emotional Intelligence and History Lesson Achievement seen from the value of the determinant coefficient (Rxy) = 0.425 with p = 0.000 <0.050; 2) there is a significant positive relationship between family support and history achievement in terms of the value of the determinant coefficient (Rxy) = 0.655 with p = 0.000 <0.050; and 3) there is a significant positive relationship between Emotional Intelligence and Family Support with History Achievement as seen from the value of the determinant coefficient (Rxy) = 0.557 with p = 0.000 <0.050.

Keywords *: Emotional Intelligence, Family Support and Achievement in History.*

1. INTRODUCTION

National education aims to develop the potential that exists in students so that it is useful in the development of the nation and state. Every child has various potentials that can be developed through learning activities both at school and outside of school with guidance and teaching services. The process of implementing the development of the psychological potential of students is a mandate and responsibility of schools as stipulated in the National Education System Law (UU Sisdiknas) so that students are able to develop optimally. This is in accordance with the Master of Psychology research road map, so it needs to be a concern for research. In article 3 of the National Education System Law (UU Sisdiknas) number 20 of 2003 it is implicitly related to the function of education, namely: National Education functions to develop abilities and shape dignified national character and civilization in the context of educating the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country.

The Law on the National Education System contains various national education goals that are in accordance with the aspirations of the struggle of the Indonesian Nation. The overall goals of national education are developed into character values. Character is a system of beliefs and habits that directs one's actions or behavior. Good character is certainly an asset for the Indonesian people in building diversity in civilization. One of the characters developed in education is the formation of the character of responsibility as students and being able to motivate

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FAMILY SUPPORT WITH STUDENT ACHIEVEMENT IN HISTORY AT SMA NEGERI 1 PANCUR BATU

Khoiriyah Nurul Abdulloh, Suaidah Lubis, Lahmuddin Lubis

themselves to learn in various conditions at every level of education. Facing the challenges of change and the demands of today's world life, it is necessary to make changes and modifications to the provisions of the educational process which are seen as strategic steps that need to be taken. Education is an excellent means of empowerment to increase intellectual intelligence, moral competence and adequate skills or expertise which then becomes the provision for everyone to be able to play a role in the world of work, in society and the world at large.LEducational institutions must always respond to the various changes they face. It is intended that the school as an educational institution grows and develops into an educational institution that is effective in its achievements and performance contributions.

The success rate of an education is seen from student achievement. Student achievement is one indicator of the success of education that takes place in schools and is obtained through a learning process as well as to express the level of success achieved by a student after going through learning activities. Learning achievement that has been achieved can be measured through progress tests obtained by students after they learn by giving grades from various aspects. In relation to learning achievement Sudjiono (2011) suggests that student achievement must reveal aspects of thinking ability (cognitive domain), aspects of values and attitudes (affective domain) and aspects of skills (psychomotor domain) inherent in each individual student. Learning achievement has a very important position and cannot be separated from the learning process. Learning achievement is a measure of the success of a learning process. With learning achievement, the teacher can find out whether students have achieved the competencies that have been set. Learning achievement is the result that someone has achieved after going through the learning process by first being given an evaluation after the learning process takes place. Learning achievement can be in the form of changes in behavior which include the cognitive, affective and psychomotor domains. Usually learning achievement is stated in the form of numbers.

A learning process is said to be successful if the competence has been set can be achieved by all students who follow the learning process. This means that there is a change in student behavior both in cognitive and affective forms and psychomotor in a better direction than before students got learning. This is because learning is from not knowing to knowing, from bad to being good, and from not being able to being able to. At school, a student's learning achievement can be seen from the mastery of the material which is symbolized by numbers. Learning success involves various aspects both internal and external to students that are able to encourage maximum learning achievement. However, in reality student achievement is not always good. The reality in the field is that there are still students who have academic achievements that do not meet the good criteria. Low academic achievement is something that cannot be tolerated because this will have a negative impact on the development of Human Resources (HR) which will ultimately hamper the development process and the quality of a country. Learning achievement in the world of education can be seen from the results of the National Examination (UN), Mid Semester Examinations (UTS), Final School Examinations (UAS) or even report card scores.

The phenomenon in the field that occurs, the quality of student learning at this time is really very concerning,based on datain SMA Negeri 1 Pancur Batu that the average value of achieving final semester tests in history subjects, data shows that the average scores of some students are in the range of 57 to 67. Meanwhile, the Minimum Completeness Criteria (KKM) for history subjects is 75. This indicates that students have not succeeded in achieving or exceeding the Minimum Completeness Criteria (KKM) score determined by the school. This can indicate that students in participating in the learning process have not been able to achieve the specified competencies, which are related to student achievement being low. The various symptoms that are visible and have been described according to the phenomenon above are phenomena of low student learning achievement during the learning process from home. The low quality and learning attitudes of students will have an impact on decreasing the results and quality of learning and can result in conditions that disrupt the process of achieving psychological development and maturity of students' character.

The difference in learning achievement achieved by students who have not reached the KKM is of course influenced by several factors, which can be influenced by two factors, namely external factors and student internal factors. In line withtheory from Gagne (2002)learning achievement in the form of capabilities, the emergence of these capabilities is from stimulation that comes from the environment and cognitive processes carried out by students.As well as the theory from Bandura (2011) that human behavior is the result of continuous reciprocal interaction between determinants: internal and external. History subjects cover many things, not only learning about the kingdoms in Indonesia or colonialism in Indonesia. Learn about the history of world wars, the industrial revolution, Islamic civilization and so on. The benefits of studying history are for; (1) Knowing events and incidents in the past. By studying history students will find out in more detail about what, who, when, where and the impact of these events or incidents. This will certainly make students become students with a lot of insight and new knowledge about certain events or incidents. (2). Provides good analytical skills. Information about events or incidents in the past can be obtained through stories from sources and their remains. These relics can be in the form of temples, inscriptions, and so on. (3). Helps Understand Identity. The benefit of studying history is that it helps to understand identity. The identity referred to here is an identity that can be related to many different things. (4).

As Media Education and Learning. History lessons can be used as one of the media or tools for learning in schools as well as educational facilities for students. Studying history will make students know and understand how past history and also the people associated with these events. (5). Developing an Understanding of the World. The current world order is built from a long history of human life with various events or incidents that occurred. Every country in the world has experienced different historical events. By studying it, an understanding of how a country's culture is formed will emerge. (6). Learn from mistakes. One of the importance of studying history is that students can learn from mistakes. It should be noted that an event is considered historic if it has an impact on the next life. Where the background of the incident was due to an error in making a decision. It is on this basis that the subject of history is a compulsory subject for all Pancur Batu 1 Public High School students, and the score must reach the completeness criterion of 75.

According to Slameto (2013) suggests that: there are many types of factors that influence student achievement but can be classified into only two groups, namely internal factors and external factors. Internal factors are factors that come from within the individual who is learning including intelligence, interests, talents, emotional intelligence, motivation, and others. While external factors are factors that come from outside the individual. External factors include the family environment in the form of family attention and support, the school environment (school climate) and the community environment. Thus, the learning success achieved by students is the result of the interaction between these two factors that influence both from within (internal factors) and from outside (external factors) students. To overcome this problem, of the many factors that influence student achievement, in this study the authors are interested in examining the factors of emotional intelligence and family support.

The learning process in schools is a complex and comprehensive process. Many people think that in order to achieve high achievement in learning, a person must have a high Intelligence Quotient (IQ), because intelligence is a potential provision that will facilitate learning and in turn will produce optimal learning achievement. The essence of intelligence is the ability to set and maintain a goal, to make adjustments in order to achieve that goal, and to assess oneself critically and objectively (in Wahyu, 2020). In the student learning process, intelligence and emotional veryinfluential and necessary. IQ cannot function properly without participating in the emotional appreciation of the subjects presented in class. However, usually IQ and EQ are the keys to successful student learning at school (Goleman, 2008). Education in schools not only needs to develop rational intelligence, which is a model of understanding that students usually understand,

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FAMILY SUPPORT WITH STUDENT ACHIEVEMENT IN HISTORY AT SMA NEGERI 1 PANCUR BATU

Khoiriyah Nurul Abdulloh, Suaidah Lubis, Lahmuddin Lubis

but also needs to develop students' emotional intelligence. It must be admitted that those who have moderate IQ will experience a little difficulty in following the education provided by the teacher. But the existing phenomenon shows that not a few people who have high IQ have low achievement, and there are many people with moderate IQ who can outperform the learning achievements of people with high IQ.

In general, the phenomenon that occurs is lackingcontrolled between desire and effort; students have big dreams, but not accompanied by the effort made. Most of them think everything is easy without having to put more effort. Not a few students who do not have a high IQ actually have a pretty good learning achievement. On the other hand, there are some students who have high enough emotional intelligence to always make all the demands of the tasks given by their teachers achieve good learning achievements. Another factor that influences learning achievement is the factor of family support, in this case, parents in the learning process. One of the supports that can be provided by parents is to provide encouragement or motivation to students to study better in order to achieve the desired achievement (Kuswariningsih, 2016; Nur, 2016). Family support is a form of attitude and family acceptance of family members in the form of informational support, appraisal support, instrumental support and emotional support (Perceka, 2020; Safitri & Yuniwati, 2019). Provide supportive assistance and assistance to family members when needed (Garbe et al., 2020). Family acceptance of its members in the form of attitudes and actions.

Family support is a form of interpersonal relationship that protects a person from the bad effects of stress (Lestari et al., 2020;Safitri & Yuniwati, 2019). The family environment for each individual or student requires parental support in achieving learning achievement, because this family support and attention will determine that a student can achieve high learning achievement (Choe, 2020; Curtis et al., 2021). Family support is manifested in terms of affection, giving advice and so on. In addition, feelings of empathy and acceptance are forms of behavior given by the family which will further help to realize students' enthusiasm in the learning process (G. J Hwang et al., 2020; Yulianti et al., 2016). So the existence of family support will have a positive impact on the quality of student achievement. In order to address and attempt to overcome the problem of low student learning achievement, researchers are called upon to seek answers at the level of connectedness of emotional intelligence and parental support to student achievement.

Based on this, the objectives of this research are:
1. Is there a relationship between emotional intelligence and student achievement in history lessons at SMA Negeri 1 Pancur Batu.
2. Is there a relationship between family support and student history lessons at SMA Negeri 1 Pancur Batu.
3. Is there a relationship between emotional intelligence and family support with student achievement in history lessons?Pancur Batu 1 Public High School.

2. METHOD

This type of research uses a survey approach, the identification of research variables consists of vThe dependent variable is historical achievement (Y) while the independent variables are emotional intelligence (X1) and family support (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. The population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by the researcher to study and then draw conclusions (Sugiyono, 2017). In this study, 117 samples were taken based on a purposive sampling technique. The data collection method is obtained through a scale instrument. According to Azwar (2015) a psychological scale is a measurement tool that measures aspects or attributes of psychological samples through behavioral indicators translated into question items or statements.

The data needed in this study were obtained through three kinds of scale instruments, namely the emotional anxiety scale, family support and history lesson achievement.

2.1. Results of Testing the Validity and Reliability of the Emotional Anxiety Scale

Based on the results of the validity test of the emotional anxiety scale, it showed that out of 30 item statements, there were 3 items that were dropped or items that had a Corrected Item-Total Correlation score (difference index) <0.3, namely item numbers 22, 24, and 27. Then 27 item others are valid with a Corrected Item-Total Correlation score (difference power index) ≥ 0.3. The item validity coefficient moves from the value of rbt = 0.312 to rbt = 0.575. Furthermore, from the reliability test using the Alpha Cronbach formula, the rt result was 0.859. From these results it can be stated that this emotional intelligence scale is reliable or can be trusted or can be relied upon to be used at other times. The following table is the distribution of valid items from emotional intelligence after being tested.

Table 1.1 Item Distribution of Emotional Intelligence Scales After Trial

No.	Aspect	Indicator	Aitem				Total Valid Items
			Favorable		Unfavorable		
			Valid	Fall	Valid	Fall	
1	Self-awareness	The ability to know what is felt in making one's own decisions	1, 10, 23	-	6, 13, 16	-	6
2	Self regulation	The ability to regulate their own emotions so that it has a positive impact on carrying out tasks	2, 29	24	14, 17, 21	-	5
3	Motivation	The ability to move and guide oneself towards goals	3, 15, 30	-	7, 18, 26	-	6
4	Empathy	The ability to feel what others feel	4, 11, 20	-	8, 19	27	5
5	Social skills	ability to relate to other people	5, 12, 25	-	9, 28	22	5
	TOTAL		14	1	13	2	27

2.2. Test Results of the Validity and Reliability of the Family Support Scale

Based on the results of the validity test of the family support scale, it shows that of the 22 item statements, there is 1 item was dropped or an item that had a Corrected Item-Total Correlation score (difference index) <0.3, namely item number 9. Then 21 other family support scale items were valid with a Corrected Item-Total Correlation score (difference index) ≥ 0.3. The item validity coefficient moves from the value of rbt = 0.589 to rbt = 0.782. Furthermore, from the reliability test using the Alpha Cronbach formula, the rt result was 0.949. From these results it can be stated that this family support scale is reliable or can be trusted or can be relied upon to be used at other times. The following table is the distribution of valid items from family support after being tested.

Table 2.2 Distribution of Family Support Scale Items After Trial

No.	Aspect	Indicator	Item distribution				Number of Valid Items
			Favorable		unfavorable		
			Valid	Fall	Valid	Fall	
1	Emotional Support	Parent participation	1	-	14	-	6
		Give enthusiasm in learning	2		15		

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FAMILY SUPPORT WITH STUDENT ACHIEVEMENT IN HISTORY AT SMA NEGERI 1 PANCUR BATU

Khoiriyah Nurul Abdulloh, Suaidah Lubis, Lahmuddin Lubis

		Creating a learning atmosphere	3		16		
2	Award Support (Esteem Support)	Give sanctions or punishments	4, 5	-	17	-	6
		Give rewards/prizes	6, 7		18		
3	Instrumental Support (Tangible or Instrumental Support)	Provide learning facilities	8	-	19	-	6
		Provision of learning equipment	10	9	20		
		Set study time	11	-	21		
4	Informational Support	Study supervision	12	-	22	-	3
		Problem solving learning	13		-		
Amount			12	1	9		21

Statement items in the psychological measurement tool are made in two groups of items, namely items in the form of positive or favorable statements and items in the form of negative or unfavorable statements. By using a modification of the alternative answers to a four-level Likert scale, namely: Strongly Agree (SS) is worth 4, Agree (S) is worth 3, Disagree (TS) is worth 2 and Strongly Disagree (STS) is worth 1. This analysis is used to determine the effect of several independent variables (X1, X2)) on the dependent variable (Y).

$$Y = \alpha + \beta_1.X_1 + \beta_2.X_2$$

Information:

Y	=	History Lesson Achievement (dependent variable)
α	=	constanta
β_1, β_2	=	coefficientn Independent variable regression
X1	=	Emotional Intelligence
X2	=	Family support

3. RESULTS AND DISCUSSION
3.1. Results
Normality test

This distribution normality test is to prove that the distribution of research data that is the center of attention is spread based on the normal curve principle. The distribution normality test was analyzed using the Kolmogorov and Smirnov formulas. Based on this analysis, it is known that the variable data on emotional intelligence, family support and history lesson achievement follow a normal distribution, where it is known that the results of the analysis are declared normal. The distribution of research data which is the center of attention after spreading is based on the normal curve principle. The distribution normality test was analyzed using the Kolmogorov-Smirnov Goodness of Fit Test technique. If $p > 0.05$ the distribution is declared normal, otherwise if $p < 0.05$ the distribution is declared not normal. The summary of the results of the distribution normality test calculations can be seen in the following table:

Table 3.1 Summary of Distribution Normality Test Calculation Results

Variable	Means	SD	KS	Sig	Information
Emotional Intelligence	64,90	10,048	0.077	0.087	Normal
Family support	53,15	10,540	0.106	0.093	Normal
History Lesson Achievement	73,31	9,265	0.151	0.077	Normal

Information :
>   K - S   =Kolmologrov Smirnov
>   P   =Significance

Linearity Test

The linearity test is intended to determine the degree of linearity of the independent variable to the dependent variable. This means that can Emotional Intelligence and Family Support explain the emergence of History Lesson Achievement?, namely the increase or decrease in the value of the X1 and X2 axis (Emotional Intelligence and Family Support) along with the increase or decrease in the value of the Y axis (History Achievement). Based on the linearity test, it can be seen whether the independent variable and the dependent variable can or cannot be analyzed by regression. The results of the analysis show that the independent variables X1 and X2 (Emotional Intelligence and Family Support) have a linear relationship with the dependent variable (History Achievement). As a criterion, PD Deviation from Linearity > 0.05 is declared to have a degree of linear relationship. The relationship can be seen in the following table:

Table 4.1 Summary of Linearity Test Results

Correlational	rxy	F	P (sig)	Information
X1 – Y	0.425	31,851	0.190	linear
X2 – Y	0.655	29,163	0.184	linear

>   **Information :**
>   X1   = Emotional Intelligence
>   X2   = Family Support
>   Y   = History Lesson Achievement
>   F   = Coefficient of linearity
>   p.s   = Significance

3.2.Discussion

The results of this study prove that there is a significant relationship between emotional intelligence (X1) and family support (X2) on student achievement (Y). This is indicated by the value of the coefficient of determinant (Rxy) = 0.557 with p = 0.000 <0.050, meaning that the higher the emotional intelligence and family support, the higher the student achievement. Then the hypothesis stated in this study is declared accepted. Based on these criteria, it is known that the research hypothesis is accepted, in other words that there is a significant positive relationship between emotional intelligence and family support with academic achievement. Emotional intelligence and family support make an effective contribution to the variable student achievement of 0.645 or the equivalent of 64.5%. Student achievement is influenced by two main factors, namely internal factors are factors that arise from within the individual himself, including interest, talent, motivation and intelligence IQ and EQ. The second factor, namely external factors, are all forms of influence that come from outside oneself and affect one's learning activities, including family, school and social factors (Slameto, 2005).

A report from the National Center for Clinical Infant Programs (1992, in Firmansyah, 2010) states that success in school is not predicted by a student's collection of facts or his own ability to read, but by emotional and social measurements namely self and having interests, knowing the expected behavior patterns of others and how to control impulses to misbehave, being able to wait, follow directions and refer to teachers for help, and express needs when associating

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FAMILY SUPPORT WITH STUDENT ACHIEVEMENT IN HISTORY AT SMA NEGERI 1 PANCUR BATU

Khoiriyah Nurul Abdulloh, Suaidah Lubis, Lahmuddin Lubis

with other students. Nearly all students who did poorly in school, according to the report, lacked one or more of these emotional intelligence elements. Individuals who have a better level of emotional intelligence,

Basic emotional skills cannot be possessed suddenly, but require a process of learning them and the environment that forms emotional intelligence has a big influence. Positive things will be obtained if children are taught the basic skills of emotional intelligence, will be emotionally intelligent, understanding, easy to accept feelings and have more experience in solving their own problems, so that when teenagers will be more successful at school and in dealing with peers and will be protected from risks such as drugs, delinquency, violence and unsafe sex (Gottman, 2008). In addition to emotional intelligence, family support factors also play a role in the quality of student achievement. High quality academic achievement is not only the dream of every child who is studying, parents also want their children to get high academic achievement at school. Family, especially parents are one of the important factors that play a role in achieving children's achievements as students in school.

Students whose parents encourage them have better academic results compared to those whose parents don't encourage them. The importance of the home environment and parental encouragement in children's educational performance is thus undeniable. The results of the study confirm that parental encouragement and a supportive home environment have a positive influence on the educational attainment of black students (Codjoe 2017). Kusno's research (2019) on 185 students, the results of a simple linear regression statistical analysis show that the family support variable has a regression value (R) = 0.730 with an effective contribution or contribution of 53.2% (R Square = 0.532) which is strengthened by the Analysis of Variance (ANOVA) which produces a value of F (count) = 31.891 > F (table) = 3.34 and a significance of 0.000 (p <0.05) for the independent variable (family support). Thus it can be concluded that there is a significant influence of family support on student achievement. Based on the results of the analysis using the multiple regression analysis method, it is known that there is a significant positive relationship between Emotional Intelligence and History Lesson Achievement seen from the value of the determinant coefficient (Rxy) = 0.425 with p = 0.000 <0.050, meaning that there is a positive relationship Emotional Intelligence with History Lesson Achievement .

Furthermore, it is known that there is a significant positive relationship between family support and history achievement in terms of the value of the determinant coefficient (Rxy) = 0.655 with p = 0.000 <0.050, meaning that there is a positive relationship between family support and history achievement. From the results of the analysis using the multiple linear regression analysis method, it is known that there is a significant positive relationship between Emotional Intelligence and Family Support and History Lesson Achievement seen from the value of the determinant coefficient (Rxy) = 0.557 with p = 0.000 <0.050, meaning that there is a positive relationship between Emotional Intelligence and Family Support and History Lesson Achievement, the higher the Emotional Intelligence and the higher the Family Support, the higher the Achievement in History Lessons.

The following below is a summary of the results of multiple regression analysis calculations.

Table 5.1 Summary of Multiple Regression Analysis Calculations

Statistics	Coefficient (rxy)	P	Koef, Det, (r2)	BE%	Ket
X1 – Y	0.425	0.000	0.553	55.3%	Significant
X2 – Y	0.655	0.000	0.680	68.0%	Significant
X1,X2 – Y	0.557	0.002	0.645	64.5%	Significant

Information :

X1 = Emotional Intelligence
X2 = Family support
Y = History Lesson Achievement
rxy = The coefficient of the relationship between X1, X2 and Y
r2 = The coefficient of determination of X1, X2 with respect to Y
p.s = Significance
BE% = Effective contribution weight X1, X2 against Y in percent

4. CONCLUSION

There is a significant positive relationship between emotional intelligence and history lesson achievement seen from the value of the determinant coefficient (rxy) = 0.425 with p = 0.000 <0.050, meaning that there is a significant positive relationship between emotional intelligence on history lesson achievement, the higher the emotional intelligence, the higher history lesson achievement. Emotional intelligence makes an effective contribution to the history lesson achievement variable of 0.553 or the equivalent of 55.3%. There is a significant positive relationship between family support and student achievement as seen from the value of the determinant coefficient (rxy) = 0.655 with p = 0.000 <0.050, meaning that there is a positive relationship between family support and student achievement. The higher the family support, the higher the student achievement. . Family support makes an effective contribution to the student achievement variable of 0.680 or the equivalent of 68.0%. There is a significant relationship between emotional intelligence (X1) and family support (X2) on student achievement (Y). This is indicated by the value of the coefficient of determinant (Rxy) = 0.557 with p = 0.000 <0.050, meaning that the higher the emotional intelligence and family support, the higher the student achievement. Then the hypothesis stated in this study is declared accepted. Based on these criteria, it is known that the research hypothesis is accepted, in other words that there is a significant positive relationship between emotional intelligence and family support with academic achievement. Emotional intelligence and family support make an effective contribution to the variable student achievement of 0.645 or the equivalent of 64.5%.

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FAMILY SUPPORT WITH STUDENT ACHIEVEMENT IN HISTORY AT SMA NEGERI 1 PANCUR BATU

Khoiriyah Nurul Abdulloh, Suaidah Lubis, Lahmuddin Lubis

REFERENCES

Alder, H. 2011. Boost Your Intelligence-Stimulate your EI and IQ. Jakarta: Erlangga

Ardimoviz. 2012. "Concept, Purpose and Scope of PKN". Article. Accessed from http://hitamandbiru.blogspot.com/2012/07/concept-purpose-dan-coverage-pkn.html

Arikunto, S. 2014. Educational Psychology. Jakarta: Earth Script.

Bandura, A. 2011, Social Learning Theory. Prentice Hall.

Cooper, Robert K and Ayman Sawaf. 2002. Executive EQ: Emotional Intelligence in Leadership and Organizations. Jakarta: PT. Main Library Gramedia.

Choe, D. (2020). Parents' and adolescents' perceptions of parental support as predictors of adolescents' academic achievement and self-regulated learning. Children and Youth Services Review, 116, 105172. https://doi.org/10.1016/j.childyouth.2020.105172

Damayanti, HL, & Anando, AA (2021). The Role of Family Support in Growing Student Independence Through Inquiry Learning. Synesthesia Journal, 11(1), 52–59. https://doi.org/10.53696/27219283.59

Ministry of National Education. (2004). 2004 Curriculum Basic Framework, Jakarta.

Dolan, P., Pinkerton, J., & Canavan, J. (2016). Family support: From description to reflection. In P. Dolan, J. Canavan & J. Pinkerton (Eds.), Family support as a reflective practice (pp. 11-23). London: Jessica Kingsley

Febrini, D. 2017. Learning Psychology. Yogyakarta: Learning Library

Friedman, MM, Bowden, Vicky. R. & Jones, Elaine. G. (2010). Nursing Textbook: Research, Theory, and Practice. Jakarta: EGC.

Gagne, RM, Briggs, LJ & Wagner, WW (2002). Principles of instructional design (4th ed.). New York: Holt, Reihhart and Winston.

Gavin, Reid. 2017. Motivating Students in Class: Ideas and Strategies. Translation by Hartati Widiastuti. 2009. Jakarta: PT Index.

Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). Parents' Experiences with Remote Education during COVID-19 School Closures. American Journal of Qualitative Research, 4(3), 45–65. https://doi.org/10.29333/ajqr/8471.

Golem, Daniel. 2009. Emotional Intelligence: Why EI is more important than IQ. Jakarta : PT. Main Library Gramedia.

Giligan, R. (1995) Family support and child welfare: realizing the promise of the child care act. Dublin: Farmers

Judge, Thursan. 2015. Learn Effectively. Jakara: Puspa Swara.

Hasan. (2004). Educating Children With Love. Yogyakarta: Saujana.

Helmawati. (2018). Family Education. Bandung: Rosdakarya Youth.

Hilgard, Bower. 1997. Psychology in Education (Very Important for: Lecturers, Teachers, Students, Parents, Society, and Education Observers). Bandung: Alfa Beta Bandung.

Kuswariningsih, and Nur, 2016 The Effect of Family Support on Students' Learning Motivation in Neglasari Village. Journal of Community Innovation Center November 2016, Vol 2 (6) 2020: 919–924 ISSN 2721-897X

Lestari, S. (2012). Family Psychology: Instilling Values and Handling Conflict in the Family. Jakarta: Kencana.

Ludin AB (2016). Counseling Fundamentals. Bandung: Pioneering Media library ideals

Lynn, AB 2012. The Emotional Intelligence Activity Book: 50 Activities For Promoting EQ At Work. New York.

Mayer, JD, Ciarrochi, J., Forgas, JP 2011. Emotional Intelligence In Everyday Life: a Scientific Inquiry. London: National Gallery

Nana. Sudjana. 2016. Assessment of Teaching and Learning Process Results. Bandung: PT Juvenile Rosdakarya.

Percek, AL (2020). The Relationship between Motivation and Family Support with the Desires of Undergraduate Students. 8th Semester Nursing to Continuing the Nursing Profession Program at Stikes Karsa Husada Garut. Scientific Journal of Education and Learning, 4(4), 1.http://dx.doi.org/10.23887/jipp.v4i1.23063.

Purwadar Minta WJS 2015. General Indonesian Dictionary, PN Balai Pustaka, Jakarta

Rosyid, Moh. Zaiful, et al. 2019. Learning Achievement. East Java: Archipelago Literacy

Saam, Z and Wahyuni, S. 2012. Nursing Psychology. Printing I. Jakarta: PT Raja Grafindo Persada

Safitri & Yuniwati, 2019. The Effect of Family and Peer Support on Student Achievement. J*Public Health Scientific Journal.*Volume 1. Issue 4, 2019.

Slameto. (2013). Learning and Factors Influencing It. Jakarta: Rineka Cipta.

Shah, Muhibbin. (2015). Learning Psychology. Jakarta: Raja Grafindo Persada.

Sudijono, Anas. 2011. Educational Evaluation. Jakarta; King of Grafindo Persada

Taylor, MJ (2006). Family support and resources in families having children with disabilities. Utah State University Early Intervention Research Institute.

Tohirin, 2021. Assessment of the Results of the Teaching and Learning Process. Bandung: Rosdakarya Youth.

Revelation. 2020. Evaluation of Teaching and Learning Outcomes. Surabaya: National Business.

Winkel, WS 2004. Educational Psychology and Learning Evaluation. Jakarta: PT. Main Library Gramedia.