

# How About Family Social Support and Internet Addiction Influence Academic Achievement In Students At The X University

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## Abstract

*The aim of this study is to find out of the extent to which family social support and internet addiction affect on academic achievement in students at the X University. This research using multiple linear regression analysis. The subject for this study is students from X University. Samples taken are 100 responders. Female responders are 65 people and male responders are 35 people from several faculties. Internet addiction trends are measured by the use of internet addiction test scale. Family social support is measured by the use of family social support scale. Research shows that family social support and internet addiction simultaneously affect together on academic achievement ( $p = 0.008$ ;  $p < 0.05$ ) and in the amount of 9,4% ( $R_{square} = 0.094$ ).*

**Keywords:** Family Social Support, Internet Addiction, Achievement Academic, Student

## 1. Introduction

According to Sarason (1983) social support is the existence, willingness, care of people who can be relied on, appreciate & love us. Research conducted by Khajehpour dan Ghazvini (2011) states children whose parents have high involvement tend to show better academic performance compared to children whose parents have low involvement. Sarafino (2006) dividing family social support into 5 type such as emotional support, information support, instrumental support, self-esteem support and social support group.

Fezer (2008) explained source of family social support came from family environment nearby for teenager that's parents and from school such as teacher, classmates and peers as their second environment.

Students are people study in tertiary institutions, both in university, institute and academies, they are registered as student ini tertiary institutions can be called student (Takwin, 2008). Whereas according to Winkel (2015) student period covers age range from 18-25 years old.

One of the most important tasks of a student is to level maximum in academic achievement. Academic achievement to be wishes of one self or demands from parents. Winkel (2015) said academic achievement to be achieved contains an assessment of learning or learning process to what extent both of them can obtain maximum score. Bloom (1979) revealed academic achievement is GPA influenced by seceral factors which can be classified into 2 factors. Namely internal factors including physiological and psychological students. While external factors including family condition, teacher and teaching methods, learning tools, social motivation, environment, opportunity & curriculum.

Rapidly developing technology to support academic activities in the learning process. Material given to students is not only obtained from books and other written sources but has been presented with technological sophisticated in the form of computers, gadgets can use internet. Utilization facility such as gadget for other activities such as browsing, chatting, playing game online and using social media that can make individuals long to use the internet for thing other than tasks, even to escape from using internet.

It can trigger students to be affected by technology such as internet addiction. But now academic achievement student including students is declining. Cases that occur in students in the us to long using internet so that their academic tasks ate neglected and cause decline in student academic achievement (Suryanto, 2010).

Young (1996) explains internet addiction as addicted like to drugs, alcohol & gambling will trigger to academic failure, decrease performance, disputes in marriage and even divorce. Elfa (2011) explained factors that influence internet addiction such as gender, psychological condition, socioeconomic condition, purpose and time of internet use.

According to Young (1999), aspects of someone addicted internet is feeling preoccupied with internet, need extra time, can't control used internet, feel restless, depressed or angry when not using internet, accessing internet over the planned, losing social contact, work, career and academic, lying to families and therapists, internet as an escape from various problems & using internet as a way out to overcome the problem.

Many academic tasks that must be done to get high academic grades and achievement. This is make students have problem in academic such as procrastination to do assignments because there are too many assignments, not being able to time management, fighting with friend and lovers etc. When a student has a problem he wants to get support from people nearby to just listen to their stories or complaints and get admonition and help that can alleviate problem.

## 2. Method

### 2.1. Identification Of Research Variable

This subject for this study is student from X university. Sample of this study is students level III and IV who were still active in both male dan female lectures. Respondent was chosen III and IV levels have used internet more and longer than I and II. Sample taken are 100 responder. Female responders are 65 people and male responders are 35 people. Age category of male and female responders is around 19-23 years old. Responders came from several faculty that is accounting, psychology, industrial engineering, electronic engineering and information system, English literature and information management. Categories of internet using are 1-5 hours, 6-10 hours, 11-15 hours, 16-20 hours dan 21-24 hours. Choice if internet access media such as internet cafe, smartphone, handphone etc. Semester categories is 5-8 semester.

Dependent variable in this study is academic achievement, which is this result or value obtained of number in the form of cumulative achievement index (IPC) achieved each semester. Academic achievement will be measured by the value of the GPA achieved by students at University X.

Independent variable in this study is family social support that is existence, willingness, care of people who can be relied, respect and love us. Family social support will be measured by scale of family social support from sarafino (2006). Family social support scale developed based on forms of family social support from Sarafino (2006). Family social support scale has 28 items statement that are favorable and unfavorable. Example of a item on this scale is "my parents provide adequate facilities to support academic activities". Choice of answers range from 1-4 from strongly agree to strongly disagree. Variation answers on this scale is as follows: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). This scale has initial item of 28 items, after calculation of the

discrimination power of item, there were 2 items that deleted. There are 26 items left with a reliability of 0,913.

Internet Addiction is same way that others became addicted to drugs or alcohol and gambling will be trigger in failure in academic, social, occupational impairment and dispute in marriage and even divorce. Internet Addiction will be measured by scale of Internet Addiction Test from Young (1999). Scale Internet Addiction adapted from Internet Addiction Test Young (1999) developed based on aspects Internet Addiction from Young (1999). Internet Addiction Test has 20 items statement favorable. Example of a item on this scale is "How often do you find that you stay on-line longer than you intended". Choice of answers range from 1-5 from rarely to always. Variation answers on this scale is as follows: rarely (R), occasionally (O), frequently (F), often (O) and always (A). This scale has initial item of 20 items, after calculation of the discrimination power of item, there were 2 items that deleted. There are 18 items left with a reliability of 0,905.

## 2.2. Data analysis

This study used multiple linear regression analysis to determine effect of two independent variables on one Dependent variable as family social support (X1) and Internet Addiction (X2) on academic achievement (Y). Other additional analyzes use partial T test to differentiate results of the study from several variables.

## 3. Results And Discussion

Regression test aims to find out whether or not there is influence between a variable with another variable. From the analysis it can be concluded that family social support and internet addiction together influence on academic achievement with significance value of 0,008. Then present effect of family social support and internet addiction on academic achievement with grades of  $R_{\text{square}} = 0.094$ . From the result of the analysis it can be concluded that family social support and internet addiction together influence on academic achievement by 9,4%. Overall summary of the results of the multiple regression test can be see in Table 1.

**Table 1**  
**Summary Of Multiple Regression Analysis**

| Variable                   | Regression Coefficient | Beta  | T <sub>arithmetic</sub> | Significance |
|----------------------------|------------------------|-------|-------------------------|--------------|
| Constanta                  | 2.941                  |       | 7,899                   | 0,008        |
| Family Social Support (X1) | 0.008                  | ,198  | 2,018                   | 0.046        |
| Internet Addiction (X2)    | -0.008                 | -,199 | -2,026                  | 0.046        |

*Source SPSS 22*

Hyphotesis testing is based on ANOVA statistical techniques, this hyphotesis shows that of family social support (X1) and internet addiction (X2) affects academic achievement (Y) with value  $p = 0.008$  ( $p < 0.05$ ). Result of analysis it can be concluded that the hypothesis of family social support (X1) and internet addiction (X2) affects academic achievement (Y) is accepted. Hyphotesis testing result can be seen in table 2.

**Table 2**  
**Hypothesis Testing**

| Variable                                                                         | R <sup>2</sup> | P      | Explanation                                                                                           |
|----------------------------------------------------------------------------------|----------------|--------|-------------------------------------------------------------------------------------------------------|
| Family Social Support (X1), Internet Addiction (X2) and academic achievement (Y) | 0,306          | ≤ 0.05 | Family Social Support (X1), Internet Addiction (X2) simultaneously affect to academic achievement (Y) |

**Source SPSS 22**

This study aims to see of extent to family social support & internet addiction influences academic achievement are student at university X. Based on the description of the result of this research, family social support & internet addiction together are proven to have an influence on academic achievement are student at university X.

Based on multiple regression test between family social support scores shows that change that occur in family social support scores affect academic achievement scores. Therefore it can be concluded that changes in family social support scores are followed by academic achievement.

This case appropriate with results previously studies by Englund etc (2004) explaining parental involvement is a predictor of children's school performance. That involvement not only at home but also at school too. High level of parental involvement is evidence of high concern for their children's achievements.

While internet addiction shows changes that occur in the internet addiction score affect to academic achievement score. Therefore it can be concluded that changes internet addiction score are followed by change in academic achievement score.

This case appropriate with results previously studies by Young (1996) explains that internet addiction as addicted like to drugs, alcohol & gambling. Effect internet addiction can be trigger in academic failure, decrease performance, disputes in marriage and even divorce.

Based on the results of descriptive analysis from long internet usage in a daily known mean are students at university X with long internet usage in a daily for 1-5 hours amount to 37,09 with a total 22 students, 6-10 hours amount to 42,45 with a total 42 students, 11-15 hours amount to 45,72 with a total 18 students, 16-20 hours amount to 41 with a total 10 students and 21-24 hours amount to 59,75 with a total 8 students. In relation to the length if usage in a daily with duration of 1-5 hours, 6-10 hours, 11-15 hours, 16-20 hours and 21-24 hours in the medium category with a total 100 participants.

Young (1996) also distinguishes internet users who usage internet normally called Non Dependent and addictive internet users called as Dependent. Non dependent using internet between 4-5 hours a week. Dependent using internet between 20-80 hours a week with 15 hours a online session. Dependent gradually developing habbits of using internet. This is possible as the level of tolerance increases in alcoholics which gradually increases their alcohol consumption to obtain the desired effect. Then Usman, Alavi, dan Shafeq (2014) also explained that early prevention as a result internet addiction would be a consideration and students would realize negative effect of wasting time is not useful for the internet.

Based on latest GPA known mean for students who have a GPA=2 is 48,07 and participants amounts is 27 people. Mean for students who have a GPA=3 is 41,26 and participants amounts is 73 people. In

relation to latest GPA in this study, subject student with a latest GPA2 and 3 was in medium category with a total 100 participants.

Previous research conducted by Stavropoulus, Alexandraki, & Stefanidi (2013) also explained a negative influence from pathological internet use of about 7.9 % on academic success & 14 % came late or absence class lessons.

#### 4. Conclusion

The conclusion that can be drawn from this study is family social support and internet addiction is proven to indeed affect the academic achievement of students at university X by 9.4 %.

##### 4.1. Suggestion

Based on the finding and weaknesses in this research, there are several things that researchers suggest to become material for further research. First, the count of respondents at each faculty was equally. Secondly, research subjects should not only be conducted at the same university but different university in the same area. Third, subsequent research can re-measure after the end semester to see if there are differences or not.

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