

The Influence of Family Support, Lecturer Support, Competency Performance on the Academic Behavior of Gen Z Students

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Abstract

The study examined the impact of family support, lecturer support, and competency performance on the academic behavior of Gen Z students. This research used a non-probability sampling technique. The non-probability sampling techniques used are judgmental sampling and snowball sampling. We employed secondary data collection techniques from journals and articles in this study. We used survey research or a distributed questionnaire via Google Forms as the primary data collection technique. This method includes collecting primary data from Generation Z students, totaling 100 respondents for the main test and 30 respondents for the pre-test. The research results revealed that women made up the majority of the 74 respondents (62.2%), with a birth year range of 2003-2006 (98.6%), and all of them resided in Tangerang (100%). The hypothesis results show that family support and lecturer support have no effect on the academic behavior of Gen Z students in Tangerang because the t-count for both is smaller than the t-table and the significance value is above 0.05. On the other hand, competency performance has a significant influence on academic behavior, as evidenced by the t-count of 5.350, which is greater than the t-table, and a significance value below 0.001.

Keywords: *family support, lecturer support, competency performance, academic behavior, gen z.*

INTRODUCTION

In Generation Z, sophisticated technology and the internet play a big role in survival. They are not afraid of constant change because, in the internet world, they have a lot of information, but only to a certain extent. Gen Z is known as a creative and innovative generation. Gen Z are those born after 1995 (Brown, 2020; Francis & Hoefel, 2018; Linnes & Metcalf, 2017), often called the post-millennial generation. McKinsey (2019) categorizes Gen Z's behavior into four major components, one of which is their pursuit of truth. First, McKinsey (2019) refers to Gen Z as "the undefined ID," a generation that values individual expression without assigning a specific label. The search for identity makes Gen Z have a great openness to understanding the uniqueness of each individual. Second, we identify Gen Z as "the communaholic," a generation that values inclusivity and actively participates in diverse communities, leveraging advanced technology to enhance their benefits. Third, Gen Z is known as "the dialoguer," a generation that believes in the importance of communication in resolving conflict and that change comes through dialogue. Apart from that, Gen Z is open to the different thoughts of each individual and likes to interact with diverse individuals or groups. Fourth, Gen Z, often referred to as "the realistic," is known for its tendency towards realism and analytical decision-making, distinguishing it from previous generations. Gen Z is a

generation that enjoys independence in the learning process and seeking information, making them happy to be in control of the decisions they make.

One of the phenomena of "the undefined ID," namely impostor syndrome with symptoms of low self-efficacy, is one of the main challenges for today's students. This psychological phenomenon is often associated with students' low self-confidence, which makes them live with doubts about their academic abilities. This doubt creates negative impacts such as overthinking, stress, disturbed sleep patterns, and excessive anxiety, all of which have an impact on the mental health and productivity of Generation Z students. However, this phenomenon often goes unnoticed because it is difficult to see physically, focusing more on interpersonal psychological aspects. In this context, social support from family and lecturers is believed to play an important role in helping students overcome feelings of lack of self-confidence and increase their learning motivation. Apart from that, students' academic competency performance also plays a role in adapting to the learning environment and managing academic pressure.

Generation Z has been born from 1996 until now. Generation Z has grown up in the era of technology, and the internet plays an important role in everyday life. However, there are problems related to Generation Z, especially in the academic behavior of Generation Z students. Family support, lecturer support, and student competency performance tend to influence the academic behavior of Generation Z students. Previous research has stated a positive relationship between family and lecturer support and the academic achievement of Generation Z students (Johnston & Franklin, 2018; Smith & Johnson, 2019). In fact, the academic behavior of Generation Z students can be crucial in improving the quality of education. This issue with the academic behavior of Generation Z students can potentially lead to the phenomenon of impostor syndrome. Impostor syndrome will have a negative impact on mental health, productivity, and behavior. Not only will it affect a person's mental health, but it will also influence student academic behavior in the context of education in Indonesia. Academic performance, lecturer support, and family support all influence this student's academic behavior.

RESEARCH METHODS

According to Malhotra (2020), we can broadly explain two types of research designs: exploratory research design and conclusive research design. The exploratory research design initiates a deeper understanding of a problem or identifies relevant variables for further study. Researchers often use this type of research when the topic or problem under study lacks sufficient detail or understanding. Exploratory research designs are characterized by their flexibility and openness to new ideas and insights. Exploratory research designs are typically qualitative in nature and employ methods such as literature reviews, interviews, and case studies to gather information and generate hypotheses. Conclusive research design aims to provide answers to specific research questions and hypotheses. Unlike exploratory research designs, which focus on exploration and understanding, conclusive research designs are more structured and thorough in their approach. This research design employs hypothetical experiments, generates predictions, and draws conclusions applicable to a broader population. Conclusive research designs often use quantitative methods such as surveys, questionnaires, experiments, and observations to collect and analyze data. The aim of a conclusive research design is to provide clear and conclusive answers so that they can guide decision-making.

This research uses a non-probability sampling technique. Non-probability sampling is a sampling technique in a population that provides opportunities for each element of the population (Safryani., Aziz., & Triwahyuningtyas., 2020). Sampling network This research uses independent variables in the form of family support, lecturer support, and competency performance. Meanwhile, the dependent variable in this research is the academic behavior of Generation Z students. The non-probability sampling techniques used are judgmental sampling and snowball sampling. Judgmental sampling is a technique for taking samples from people or events deliberately to provide important information (Maxwell, 2012). In this research, researchers will create a question in the form of a questionnaire to give to students. Snowball sampling is a data collection technique that is based on random sampling and aimed at increasing the sample size. Small populations typically apply snowball sampling, which can be challenging to access due to its closed and confidential nature (Taherdoost, 2016). We employed secondary data collection techniques from journals and articles in this study. We used survey research or a distributed questionnaire via Google Forms as the primary data collection technique. This method includes collecting primary data from Generation Z students, totaling 100 respondents for the main test and 30 respondents for the pre-test.

RESULTS AND DISCUSSION

The total mean of the family support (DK) variable is 3.53, indicating strong agreement. The family support variable has five indicators. We recorded a mean of 3.55 on DK1, categorizing it as strongly agreeing. DK2 exhibits a mean of 3.62 and falls into the strongly agreeing category. We categorize DK3 as strongly agreeing due to its mean of 3.54. We categorize DK4 as strongly agreeing due to its mean of 3.50. With a mean of 3.44, we categorize DK5 as strongly agreeing. The majority of respondents to the five indicators answered on a scale of 4 out of 4 on a Likert scale, which stated that they strongly agreed. The total mean of the lecturer support (DD) variable is 3.20, indicating agreement. The lecturer support variable has five indicators. DD1 recorded a mean of 3.26, indicating strong agreement. With an average of 3.12, we categorize DD2 as agreeing. The classification of DD3 as agreeing is based on its mean score of 3.13. We categorize DD4 as agreeing due to its mean score of 3.21. DD5's mean of 3.26 indicates strong agreement. The majority of respondents to the five indicators answered on a 4 out of 4 Likert scale, which stated they agreed.

With a total mean of 3.26, the competency performance (PK) variable falls into the strongly agreeing category. The competency performance variable has five indicators. We recorded a mean of 3.34 on PK1, categorizing it as strongly agreeing. PK2 displays an average of 3.35, indicating strong agreement. We categorize PK3 as strongly agreeing due to its mean of 3.36. With a mean of 3.09, we categorize PK4 as agreeable. With a mean of 3.16, we categorize PK5 as agreeing. The majority of respondents to the five indicators answered on a scale of 4 out of 4 on a Likert scale, which stated that they strongly agreed. The total mean of the academic behavior (PA) variable is 3.41, indicating strong agreement. The academic behavior variable has five indicators. PA1 recorded a mean of 3.44, indicating strong agreement. The classification of PA2 as strongly agreeing is based on its average of 3.44. With a mean of 3.36, we categorize PA3 as strongly agreeing. With a mean of 3.08, we categorize PA4 as agreeable. With a mean of 3.39, we categorize PA5 as strongly agreeing. The majority of respondents to the five indicators answered on a scale of 4 out of 4 on a Likert scale, which stated that they strongly agreed.

The conducted coefficient of determination (R^2) test yielded an adjusted R^2 value of 0.403. Therefore, the variables family support, lecturer support, and competency performance account for 40.3% of the intention to apply. Independent variables beyond the scope of this research can explain the remaining 55.7%. The t-statistical test results indicated that family support, lecturer support, and competency performance were significant variables. In the F test results, this research obtained an F value of 17,437, or $F > 4$ (greater than the F table). This research's significance value stands at 0.001b, indicating a significance level of less than 0.05. Therefore, the F-test research results indicate that the regression model can accurately predict the research's independent variables, which include family support, lecturer support, and competency performance. The independent variable of this research has an influence on the dependent variable, namely the academic behavior of Gen Z students.

The results of the multiple linear analysis test show that if there is a decrease of 1 unit in the independent variable family support, there will be a decrease of -0.002 in the dependent variable academic behavior. If there is an increase of 1 unit in the independent variable lecturer support, there will be an increase in the dependent variable academic behavior by 0.078. If there is an increase of 1 unit in the independent variable competency performance, there will be an increase in the dependent variable academic behavior by 0.546. Based on the data processing tests conducted by the researchers in this study, it is evident that the results for H1 and H2 do not support them, indicating that they have no influence. Therefore, this research concludes that family support does not influence academic behavior, while lecturer support has a negative impact. However, H3's data results indicate a significant influence, leading to the conclusion that student academic behavior is influenced by competency performance.

The results of the hypothesis-testing research indicate that family support (DK) does not influence the academic behavior (PA) of Gen Z students in Tangerang. In this research, you can see the results of the t statistical test, which show that the t-count result is -0.25 smaller than the t-table (two-tailed) of 1.666. With a significance value of 0.980, which means the sig. obtained is above 0.05 (> 0.05). The research on hypothesis testing reveals that the academic behavior (PA) of Gen Z students in Tangerang remains unaffected by lecturer support (DK). The results of the t statistical test in this research indicate that the t-count result is 0.811, surpassing the t-table (two-tailed) result of 1.666. The significance value of 0.420 indicates that the obtained sig. is greater than or equal to 0.05.

Research on hypothesis testing reveals that competency performance (PK) influences the academic behavior (PA) of Gen Z students in Tangerang. In this research, you can see the results of the t statistical test, which show that the t-count result is 5,350, which is greater than the t-table (two-tailed) of 1,666. With a significance value of < 0.001 , which means the sig. obtained is below 0.05 (< 0.05). Rahmat's (2019) theory, which links competence to effective and superior performance in specific work situations, also supports this. Student competency has a positive influence on academic behavior as measured by learning achievement. Student competencies not only include academic abilities in understanding subject matter but also social skills such as communicating well. This ability allows students to be more active in group discussions, share knowledge, and help each other, which ultimately can improve their learning achievements. Competence influences academic behavior, demonstrating that students' abilities extend beyond classroom knowledge to include social skills that facilitate

effective interaction in the academic environment, thereby enhancing their learning outcomes.

Based on the answers to the statements in the research questionnaire, the conclusion that researchers can draw is that respondents agree that competency performance has an influence on the academic behavior of Gen Z students in Tangerang. Suggestions that researchers can provide to universities can improve learning programs to ensure students acquire competencies that are relevant to their future academic needs. Universities can also design curricula that take into account industry developments and job market demands. Universities can also provide additional resources and support, such as skills training and academic advice, to help students develop their competencies. Students can carry out evaluations to assess their progress in developing relevant competencies. Students can also take the initiative to develop additional competencies outside of academics, such as through online courses, internships, or volunteer projects. Students can also take advantage of the resources and facilities provided by the university. This can assist students in devising effective learning strategies and achieving their academic objectives.

CONCLUSION

The conclusions obtained from this research are as follows: Based on the results of distributing questionnaires from the profiles of 74 respondents who had filled out the questionnaire, the majority of respondents were women (46 people, or 62.2%), and the range of respondents' birth years ranged from 2003-2006 (73 people, or 98.6%). All respondents live in Tangerang (100%). The results of the t statistical test, which show a t-count of -0.25, smaller than the t-table of 1.666, and a significance value of 0.980, above 0.05, support the hypothesis that family support has no influence on the academic behaviour of Gen Z students in Tangerang. Consequently, we accept H0 and reject H1. Furthermore, lecturer support also has no influence on the academic behaviour of Gen Z students in Tangerang, as evidenced by the results of the t statistical test, where the t-count of 0.811 is smaller than the t-table of 1.666 and the significance value is 0.420, which is above 0.05. Consequently, we accept H0 and reject H2. However, competency performance has an influence on the academic behaviour of Gen Z students in Tangerang, which is proven by the results of the t statistical test, where the t-count of 5.350 is greater than the t-table of 1.666 and the significance value is less than 0.001, which is below .05. Therefore, H0 is rejected, and H3 is accepted.

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