

CHAPTER V

CONCLUSION AND SUGGESTION

This section presents a summary of the research results and recommendations for further study. The conclusions summarize the main findings, while the suggestions section highlights the limitations of the current study and provides suggestions for future research development.

A. Conclusion

This study investigated the influence of family constructs on the academic achievement of EFL students at UIN Syekh Wasil Kediri. The findings revealed that students' academic achievement was influenced by a combination of family-related factors and individual capacities. Five major dimensions of family constructs were identified, namely emotional support, financial support, parental involvement, communication patterns, and home environment. These dimensions collectively shaped students' motivation, concentration, emotional well-being, self-confidence, and academic engagement throughout their learning experiences.

Among the identified dimensions, home environment emerged as the most influential factor affecting academic achievement. A supportive and conducive home atmosphere helped students maintain focus, emotional stability, and learning motivation, whereas family conflict, emotional tension, and unconducive home conditions often created challenges that interfered with academic engagement and performance. Emotional support, financial support, parental involvement, and communication patterns also contributed to students' academic experiences, although their influence varied according to individual family circumstances.

The findings further indicated that family-related influences were evident in both English and non-English subjects. However, their effects were more visible in English subjects, as language learning requires greater confidence, active participation, and emotional readiness, whereas non-English subjects were generally perceived as more stable and less sensitive to emotional fluctuations.

Another important finding was that family support did not automatically determine academic success. Several participants maintained high academic achievement despite experiencing financial limitations, limited parental involvement, restricted communication, or insufficient emotional support. These students demonstrated strong self-regulation, independence, resilience, and adaptive coping strategies that enabled them to overcome challenges and remain academically successful. Overall, the findings suggest that academic achievement is shaped by the interaction between family conditions and students' ability to adapt to and manage the challenges they encounter throughout their academic journey.

B. Suggestion

Based on the conclusions, the researcher proposes the following recommendations, which are expected to be beneficial for stakeholders:

1. For Students

Students are encouraged to strengthen their self-regulation, resilience, and adaptive coping strategies to effectively manage academic challenges arising from family-related difficulties. Developing autonomous learning habits, effective time management, emotional regulation, and technology-assisted learning strategies may help students maintain academic consistency despite external pressures.

Students should also actively seek support from peers, lecturers, academic advisors, or counseling services when family support is limited.

2. For Parents

Parents are encouraged to recognize that their influence extends beyond financial support. Emotional support, positive communication, parental attention, and a conducive home environment play crucial roles in students' academic achievement. Therefore, parents should strive to create a supportive family atmosphere that promotes emotional security, motivation, and learning comfort, even when economic limitations exist.

3. For Lecturers and Educational Institutions

Lecturers and educational institutions should acknowledge that students come from diverse family backgrounds that may affect their academic performance and emotional well-being. Creating supportive and inclusive learning environments, strengthening academic advising systems, and expanding counseling services may help students cope with family-related challenges. Particular attention should be given to students experiencing emotional distress or family difficulties that may hinder their academic engagement.

4. For Future Researchers

Future studies are recommended to involve a larger number of participants from different universities and educational contexts to enhance the transferability of findings. Researchers may also explore the relationship between family constructs and academic achievement using mixed-methods or longitudinal approaches to obtain a more comprehensive understanding of the phenomenon. Furthermore, future studies could investigate the mediating roles of self-regulation,

resilience, academic motivation, mental health, and digital learning strategies in explaining how family constructs influence students' academic achievement. To enrich the findings, future research may also incorporate perspectives from parents, lecturers, or direct classroom observations, thereby providing a more holistic understanding of the interaction between family dynamics and students' academic development.