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THE INFLUENCE OF FAMILY SUPPORT ON STUDENTS' TALENTS

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ABSTRACT

Background
Family support plays a crucial role in helping children feel secure and confident, and it significantly influences the development of students' talents through guidance and encouragement in every decision-making process.

Purpose
This study aims to analyze the influence of family support on students at MTS Mathlaul Anwar Cigoong Walantaka, identify their talents, and determine the impact of family support on talent development at the school.

Research Methodology
The research employed a random sampling technique involving 19 students from MTS Mathlaul Anwar Cigoong Walantaka as respondents. Data were collected using a questionnaire. The reliability test, conducted using Cronbach's Alpha technique, produced an alpha coefficient of 0.635 for the family support scale and 0.672 for the student talent scale. The data analysis technique applied in this study was quantitative in nature.

Result
The results of the regression analysis indicated that family support contributed 26.4% to the development of students' talents, while the remaining 73.6% was influenced by other factors beyond family support. Thus, the findings suggest that there is no statistically significant relationship between family support and student talent. The significance value obtained was 0.024, which is greater than the threshold of 0.05.

Conclusion
While family support contributes to the development of students' talents, its influence is not statistically significant.

Keywords
Family Support, Talent, Students, Personal Development

INTRODUCTION

Contemporary talent identification models emphasize a flexible and personalized approach, tailored to individual potential across various domains, through continuous assessment and customized services (Johnsen, 2024). Programs such as *Talent Search* employ above-grade-level testing to identify gifted students and offer accelerated learning opportunities, which have been shown to yield significant academic and psychosocial benefits (Brody, 2021). This approach seeks to match student ability with appropriate academic programs (Makel et al., 2021). In addition, supportive factors such as guidance and counseling, a conducive school environment, parental involvement, and high-quality learning activities play crucial roles in the talent development process (Yohana et al., 2020). Within this context, teacher professional development becomes a critical component in recognizing and nurturing diverse student potential, particularly when considering the influence of culture, motivation, and perseverance as integral elements of learning psychology (Swanson et al., 2021).

An inclusive approach to talent development highlights the importance of providing enriching learning experiences for all students, not only those who have been formally identified, particularly in fields such as music and the arts (Jaap & Patrick, 2015). In vocational education settings (Career and Technical Education/CTE), strategies such as individualization, meaningful learning choices, and involvement in student organizations have proven effective in reaching gifted students (Fedorov et al., 2019). Information technology now plays a significant role in identifying and managing talent, offering innovative solutions that streamline the process while ensuring accuracy (Zaripov et al., 2025; Delov & Yuldoshov, 2024). However, the use of technology must be conducted ethically and responsibly. It is also essential to address the barriers faced by students from underserved groups through innovative, tailored interventions that enable their full participation in talent development programs (Siegle et al., 2016; Mahatmya et al., 2023).

Family support plays a vital role in student talent development, particularly through emotional support and academic motivation. Emotional support from families has been shown to be crucial for students' psychological well-being and academic engagement, especially for those from low-income and first-generation college families (Roksa & Kinsley, 2019). Furthermore, students from non-traditional backgrounds such as Latinx, Black, and Indigenous communities—benefit significantly from informal instrumental and emotional support provided by their families (Bueno et al., 2022). Globally, family support is positively correlated with student academic performance, although its impact can vary depending on a country's level of economic development and cultural orientation toward individualism (Guo et al., 2025). Parental involvement in the form of emotional support and academic supervision also contributes significantly to student academic achievement (Sun et al., 2023; Sumarsono et al., 2025). In fact, students from socioeconomically disadvantaged groups tend to derive greater benefits from interventions that engage families in academic socialization (Benner et al., 2016).

Family support is influenced not only by economic conditions but also by social and cultural constructs that shape educational expectations. Programs designed for parents of gifted students play a role in building self-confidence, increasing knowledge, and fostering a sense of community among parents (de Souza Fleith et al., 2023). Specialized training for parents has also been shown to effectively enhance their ability to support their children's

development and education (Pirpir & Çiçekler, 2020; Pirpir & Çiçekler, 2022). However, cultural expectations regarding gender, social class, and race often shape the type of support provided by families, particularly for first-generation students who frequently face pressure to pursue career paths such as engineering as a means of social mobility (Mosier, 2022; Perkins et al., 2021). Parental involvement practices also vary greatly depending on cultural and economic contexts, which ultimately affect the level of student academic success in different ways (Schmid & Garrels, 2021). Therefore, understanding the cultural and social backgrounds of students is essential in designing effective family support approaches.

This study is motivated by the researcher's interest in examining *"The Influence of Family Support on Student Talent at MTs Mathlaul Anwar Cigoong Walantaka,"* based on several identified issues, including limited family support, lack of parental involvement in providing spaces for discussion, students' reluctance to share personal concerns, and insufficient information from families regarding student talents. The scope of the research is limited to the influence of family support on student talent, due to constraints related to time, funding, and researcher competence. The research questions focus on the nature of family support, student talent, and the influence of family support on the development of that talent. The aim of the study is to provide a clear understanding of these three aspects. Theoretically, this research is expected to contribute to the field of guidance and counseling, particularly concerning the relationship between family support and student talent. Practically, the results of the study may serve as valuable information for teachers and students in recognizing the importance of family involvement in student talent development.

RESEARCH METHODOLOGY

This study was conducted at MTs Mathlaul Anwar, Cigoong Walantaka, Serang Regency, during the 2024/2025 academic year. The research employed a quantitative approach using a causal-comparative research design, aiming to examine the cause and effect relationship between family support and student talent. The population consisted of all students at the school, totaling 40 individuals, with a sample of 19 students selected randomly using the simple random sampling technique. Data were collected through a structured questionnaire using a Likert scale, designed to measure the variables of family support and student talent. The primary data collection instrument was the questionnaire, developed based on the research variable indicators as described below:

Table 1. Blueprint of Family Support (X)

Variable	Indicator	Sub-Indicator
Family Support	Informational Support	Providing help in the form of information, advice, suggestions, and guidance.
	Appraisal or Appreciation Support	Offering encouragement, praise, or positive feedback and agreement.
	Emotional Support	Expressing empathy, trust, comfort, and attention.
	Instrumental Support	Providing direct assistance such as services, time, material, or non-material aid.

Table 2. Blueprint of Student Talent (Y)

Variable	Indicator	Sub-Indicator
Student Talent	High imagination	Energetic, intelligent, realistic, pleasant personality, disciplined.

Learns easily and quickly	Active and strategic, cooperative, capable of setting goals and planning.
Persistent	Highly sensitive, often follows intuition before acting or thinking.
High concentration and responsibility	Strong focus and responsibility, more developed abilities than peers.
Diligence and creativity	Independent attitude, ability to self-manage life.

Validity was tested using Pearson's product-moment correlation. An item is considered valid if the *rxy* value is greater than the critical *r-table* value at the 0.05 significance level. Reliability was measured using Cronbach's alpha (α) to assess the instrument's consistency. An instrument is considered reliable if $\alpha > 0.6$. Normality was tested using the Kolmogorov–Smirnov (KS) test. The null hypothesis is accepted if the significance value (p-value) is greater than 0.05, indicating that the data are normally distributed. Linearity was tested using the F-test, where the relationship between the independent and dependent variables is deemed linear if the p-value > 0.05 or if the calculated F-value is less than the F-table value. Finally, hypothesis testing was conducted using simple linear regression. A significant effect of family support on student talent is indicated when the significance value (p-value) is less than 0.05.

RESULT AND DISCUSSION

Descriptive Statistics of Family Support (X)

Table 3. Descriptive Statistics of Family Support (X)

Statistic	Value
N (Valid)	19
Missing	0
Mean	88.84
Standard Error of Mean	1.038
Median	90.00
Mode	91
Standard Deviation	4.525
Variance	20.474
Range	19.00
Minimum	77
Maximum	96
Sum	1688

Based on the table above, the family support data consists of 19 participants, with a total score of 1,688. The maximum score was 96 and the minimum was 77, resulting in a score range of 19. The average (mean) score was 88.84, with a standard error of 1.038. The median score was 90.00 and the mode was 91. The standard deviation was 4.525, and the variance was 20.474. The detailed data is attached in the appendix.

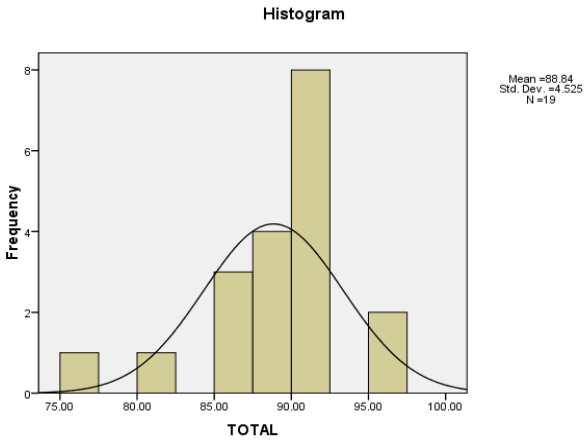

Figure 1. Histogram of Family Support Scores

Descriptive Statistics of Student Talent (Y)

Table 4. Descriptive Statistics of Student Talent (Y)

Statistic	Value
N (Valid)	19
Missing	0
Mean	83.05
Standard Error of Mean	1.140
Median	85.00
Mode	86
Standard Deviation	4.972
Variance	24.719
Range	18.00
Minimum	72
Maximum	90
Sum	1578

From the table above, the student talent data was obtained from 19 participants, with a total score of 1,578. The highest score recorded was 90, while the lowest was 72, yielding a range of 18. The mean score was 83.05, with a standard error of 1.140. The median was 85.00, the mode was 86, the standard deviation was 4.972, and the variance was 24.719. The detailed data is included in the appendix.

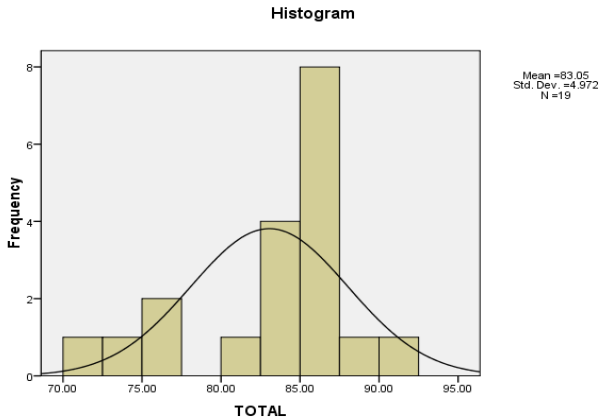

Figure 2. Histogram of Student Talent Scores

Validity and Reliability Testing of the Family Support Variable Instrument (X)

Validity testing aims to determine the extent to which the questionnaire items are capable of accurately measuring the intended construct. The Family Support variable (X) consisted of 20 statement items, and their validity was tested using SPSS version 16.0. Based on the analysis results, most items showed item-total correlations exceeding the threshold of r > 0.30, indicating that they are statistically valid.

Table 5. Validity Test Results of the Family Support Variable (X)

Item	Item-Total Correlation	Remarks
X1	0.404	Valid
X2	-0.174	Not valid (retained based on theory)
X3	0.176	Valid
X4	0.498	Valid
X5	0.295	Valid
X6	0.449	Valid
X7	0.316	Valid
X8	0.082	Not valid (retained based on theory)
X9	0.296	Valid
X10	0.113	Valid
X11	-0.068	Not valid (retained based on theory)
X12	-0.088	Not valid (retained based on theory)
X13	0.327	Valid
X14	0.289	Valid
X15	0.390	Valid
X16	0.445	Valid
X17	0.502	Valid
X18	0.589	Valid
X19	-0.033	Not valid (retained based on theory)
X20	-0.200	Not valid (retained based on theory)

Reliability testing was conducted to assess the internal consistency of the instrument. The reliability was measured using Cronbach's Alpha, where a value greater than 0.60 indicates that the instrument is reliable.

Table 6. Reliability Test Result of Family Support Variable (X)

Reliability Statistic	Value
Cronbzch's Alpha	0.635

Based on the results, the Cronbach's Alpha value of 0.635 > 0.60 indicates that the instrument for measuring the Family Support variable is considered reliable, even though some items did not meet the statistical validity threshold.

Validity and Reliability Testing of the Student Talent Variable Instrument (Y)

Validity testing was conducted to determine whether the questionnaire items effectively measure the intended concept, namely student talent. The Student Talent variable (Y) consists of 20 statement items, which were tested using SPSS version 16.0. Based on the analysis results, most items achieved item-total correlation coefficients above the threshold of r > 0.30, indicating that they are statistically valid.

Table 7. Validity Test Results for the Student Talent Variable (Y)

Item	Item-Total Correlation	Remarks
Y1	0.429	Valid
Y2	0.375	Valid
Y3	0.452	Valid
Y4	0.251	Valid

Y5	0.003	Not Valid
Y6	0.264	Valid
Y7	0.202	Valid
Y8	0.203	Valid
Y9	-0.194	Not Valid
Y10	0.767	Valid
Y11	0.450	Valid
Y12	0.441	Valid
Y13	0.659	Valid
Y14	0.180	Valid
Y15	0.406	Valid
Y16	0.234	Valid
Y17	-0.089	Not Valid
Y18	0.160	Valid
Y19	0.380	Valid
Y20	-0.485	Not Valid

Although several items had item-total correlation coefficients below 0.30 and are therefore considered not statistically valid, the remaining majority of items met the validity criteria. Items deemed invalid may be revised or excluded in future instrument refinement.

Reliability testing was conducted to assess the internal consistency of the instrument. Reliability was measured using Cronbach's Alpha, with the standard threshold for reliability being $\alpha > 0.60$.

Table 8. Reliability Test Results for Student Talent Variable (Y)

Reliability Statistic	Value
Cronbach's Alpha	0.672
Number of Items	20

With a Cronbach's Alpha value of 0.672, it can be concluded that the instrument used to measure the Student Talent variable has a good level of reliability and can be considered consistent and trustworthy for data collection purposes.

Normality Test

The normality test is conducted to determine whether the data are normally distributed. In this study, the normality test was applied to both variables Family Support and Student Talent using SPSS version 16.0 for Windows. The results are presented in the table below:

Table 9. Normality Test Results for Family Support and Student Talent

One-Sample Kolmogorov-Smirnov Test	Family Support	Student Talent
N	19	19
Normal Parameters		
Mean	88.84	83.05
Standard Deviation	4.525	4.972
Most Extreme Differences		
Absolute	0.163	0.233
Positive	0.159	0.133
Negative	-0.163	-0.233
Kolmogorov-Smirnov Z	0.711	1.014
Asymp. Sig. (2-tailed)	0.694	0.255

Test distribution is Normal.

Based on the table above, the significance value for the Family Support variable is 0.694, and for the Student Talent variable, it is 0.255. Since both values are greater than the threshold of 0.05, it can be concluded that the data for both variables are normally distributed.

Linearity Test

The linearity test is used to assess whether the relationship between the independent variable and the dependent variable follows a linear pattern. This test was conducted using SPSS version 16.0 for Windows. The relationship is considered linear if the significance value for Deviation from Linearity is greater than 0.05.

Table 10. Linearity Analysis between Family Support and Student Talent

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	305.481	10	30.548	1.752	0.219
Linearity	117.576	1	117.576	6.744	0.032
Deviation from Linearity	187.905	9	20.878	1.198	0.405
Within Groups	139.467	8	17.433		
Total	444.947	18			

Based on the table above, the significance value for Linearity is 0.032, indicating a statistically significant linear relationship. Meanwhile, the significance value for Deviation from Linearity is 0.405, which is greater than 0.05. This confirms that the relationship between Family Support and Student Talent is linear, as the deviation from linearity is not significant.

Hypothesis Testing

Correlation Test

The analysis conducted to test the hypothesis in this study utilized the Pearson product-moment correlation analysis. The hypothesis proposed in this study stated that there is no significant influence of family support on students' talent. The hypothesis testing was conducted using SPSS 16.00 for Windows. Based on the calculation results, the correlation between family support and students' talent was obtained. The following table presents the results of the Pearson product-moment correlation test:

Table 11. Correlation Test Results Between Family Support and Students' Talent

	Family Support	Students' Talent
Family Support	Pearson Correlation: 1	.514*
	Sig. (2-tailed): —	.024
	N = 19	N = 19
Students' Talent	Pearson Correlation: .514*	1
	Sig. (2-tailed): .024	—
	N = 19	N = 19

* Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the correlation between family support and students' talent has a significance value of 0.024, which is less than 0.05 (0.024 < 0.05). Therefore, the hypothesis in this study is rejected, indicating a significant relationship between family support and students' talent at MTs Mathlaul Anwar Cigoong Walantaka.

Regression Test

The regression test is an analysis used to predict or examine the effect of one independent variable on one dependent variable. Regression analysis can only be conducted

if there is a significant correlation between the two variables. The following table presents the results of the regression analysis of family support on students' talent.

Table 12. Regression Test Results Between Family Support and Students' Talent

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514a	.264	.221	4.388

a. Predictors: (Constant), FAMILY SUPPORT

Based on the analysis, the coefficient of determination (R Square) was found to be 0.264. This indicates that family support contributes 26.4% to students' talent, while the remaining 73.6% is influenced by other factors not examined in this study.

Table 13. ANOVA – Regression Test Results Between Family Support and Students' Talent

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	117.576	1	117.576	6.106
	Residual	327.372	17	19.257	
	Total	444.947	18		

a. Predictors: (Constant), FAMILY SUPPORT
b. Dependent Variable: STUDENTS' TALENT

The regression test yielded an F-value of 6.106 with a significance level (p) of 0.024. Since this value is less than 0.05, it indicates a significant effect of family support on students' talent. However, this result contradicts the initial hypothesis which assumed no significant relationship. Furthermore, the R Square value of 0.264 from the regression analysis confirms that 26.4% of the variance in students' talent can be explained by family support, while the remaining 73.6% is predominantly influenced by other variables, implying that the impact of family support is limited and not the sole determining factor.

Family support plays a vital role in fostering the development of children's talents, particularly within educational contexts. Children who receive emotional and instrumental support from their families tend to demonstrate higher motivation to learn and adopt more effective learning strategies, ultimately resulting in improved academic performance (Burgos et al., 2021). Consistent parental involvement has also been shown to enhance both life satisfaction and academic achievement by providing emotional, informational, and financial support (Vautero et al., 2021; Zuo et al., 2022). Balanced family support that fosters autonomy and creativity is also closely linked to the development of critical thinking skills and resilience to stress (Olszewski-Kubilius, 2018).

Interestingly, the impact of such support varies by gender; for instance, girls tend to benefit more from affective support, while boys are more positively influenced by instrumental support (Pires et al., 2017). Additionally, parental education levels and socioeconomic status significantly affect the quality of support provided. Family support not only impacts academic outcomes but also influences various aspects of children's development. In the field of STEM education, parental involvement has been shown to increase self-efficacy, interest, and outcome expectations in science and technology (García-Pérez et al., 2020).

In language and cognitive development, early support programs that emphasize parent child interaction significantly improve children's vocabulary and socio-emotional skills (Wilke et al., 2018; Cohen et al., 2020). Similarly, in the area of physical activity, parental support such as providing play space and encouraging exercise contributes to the development of motor skills and healthy lifestyle habits (Liu et al., 2022). Nevertheless,

challenges such as inconsistent involvement or lack of active parental engagement can undermine the effectiveness of such support (Srinivas et al., 2025). Thus, it is essential for families to continuously adapt their approach to remain relevant and effectively support the evolving developmental needs of their children.

CONCLUSION

The study on family support toward students' talent at MTs Mathlaul Anwar Cigoong Walantaka revealed that the level of family support falls into the high category, with data distribution that is relatively stable and normally distributed. The instrument used to measure this variable was also found to be reliable and valid, making it suitable for use in future research. Similarly, the variable of students' talent also demonstrated a high tendency in its data distribution, and the results of statistical testing indicated that the data were normally distributed and the relationship between variables was linear. However, further analysis using regression testing showed that the relationship between family support and students' talent did not exhibit a statistically significant effect. This suggests that, while family support is indeed important, there are other more dominant factors influencing the development of students' talents such as internal motivation, personal interests, learning environment, and various psychological factors. Therefore, it is recommended that students explore and develop their potential through diverse approaches, rather than relying solely on external support. Future researchers are encouraged to examine other variables that may have a greater contribution to the development of students' talents and to broaden the scope of research in order to obtain more comprehensive and in-depth findings.

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to all those who supported this research on family support and students' talent at MTs Mathlaul Anwar Cigoong Walantaka. The findings revealed that while family support is at a high level, it does not significantly influence students' talent, indicating the importance of other contributing factors such as internal motivation and learning environment. This research highlights the need for a more holistic approach in nurturing student potential. Your encouragement and assistance were invaluable throughout this process, and I hope this study contributes meaningfully to future educational research and practice.

AUTHORS' CONTRIBUTION

Author 1 : Designed the research framework, formulated hypotheses, collected data, and conducted statistical analysis using SPSS to examine the correlation and regression between family support and students' talent.

Author 2 : Reviewed literature, validated research instruments, interpreted findings, and developed the discussion and conclusion, ensuring the manuscript's coherence, academic relevance, and readiness for submission in accordance with scholarly standards.

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