



The Influence of Grit and Self-Regulated Learning on English Academic Achievement with Family Support as a Moderating Variable

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Abstract

This study aims to analyze the influence of grit and Self-Regulated Learning (SRL) on students' academic achievement in English, with family support as a moderating variable. The research employed a quantitative method with a path analysis design. The sample consisted of 186 randomly selected middle school students. The research instruments included grit scales, SRL scales, and family support questionnaires, all of which were validated and reliable. The results showed that Grit (X1) had a positive and significant effect, as indicated by a significance value of $0.000 < 0.05$ or a t-value $> t\text{-table}$ ($5.947 > 1.653$). Similarly, the Self-Regulated Learning variable showed a positive and significant effect with a significance value of $0.000 < 0.05$ or a t-value $> t\text{-table}$ ($7.158 > 1.653$). Simultaneously, the combined influence of grit and Self-Regulated Learning on English academic achievement was positive and significant, as demonstrated by an F-value $> F\text{-table}$ ($31.358 > 3.05$). According to the model summary table, the R-Square value was 0.255, indicating that grit and Self-Regulated Learning contributed 25.5% to English academic achievement, while the remaining 74.5% was influenced by other factors not examined in this study. The interaction coefficient of Grit with Family Support showed a negative but insignificant effect ($p > 0.05$) or a t-value $< t\text{-table}$ ($-1.643 < 1.653$). This means that Family Support as a moderator was not significant in moderating the relationship between Grit and Academic Achievement. The negative value indicates that Family Support weakens the influence of Grit on Academic Achievement. Similarly, the interaction coefficient of Self-Regulated Learning with Family Support showed a negative and insignificant effect ($p > 0.05$) or a t-value $< t\text{-table}$ ($-1.309 < 1.653$). This indicates that Family Support does not moderate (or weakens) the relationship between Self-Regulated Learning and Academic Achievement. The conclusion of this study emphasizes the importance of developing grit and SRL through educational approaches and optimizing the role of families in supporting students' academic success.

Keywords: Grit, Self-Regulated Learning, Family Support, Academic Achievement

INTRODUCTION

Academic achievement is one of the main indicators of success for a Junior High School (SMP) student in completing their educational program (Komara, 2016). In the educational world, academic achievement is often used as a benchmark to assess the ability and quality of a Junior High School (SMP) student, both in terms of knowledge and skills acquired during their studies. In the context of education, academic achievement is crucial as it affects many aspects of a student's life, from opportunities to continue education to higher levels, to building a good reputation in academic and professional environments (Siagian, 2015).

The subject of English, as one of the important components of the junior high school curriculum, plays a very significant role in today's globalized world (Maduwu, 2016). The ability to use English is not only a necessity in the field of education but also in the professional world. Proficiency in English can open many opportunities for Junior High School (SMP) students to access international literature, attend conferences or seminars, and communicate in global contexts (Diliana & others, 2023) (Iswara et al., 2024). Therefore, academic achievement in English is an important indicator for Junior High School (SMP) students to compete at the international level. In many Junior High Schools (SMP), the ability to use English is often a requirement for graduation or for the opportunity to study abroad.

However, achieving academic success in the subject of English does not solely depend on the intellectual or academic abilities of Junior High School (SMP) students alone (Ibrahim, 2022). There are various psychological and social factors that also play a role in influencing an individual's academic success. Two factors that are currently receiving a lot of attention in the field of educational psychology are grit and Self-Regulated Learning (SRL) (Syadza Tsabita, 2020). Grit, which refers to perseverance and the fighting spirit in facing challenges, and self-regulated learning, which is the ability to manage and direct oneself in the learning process, are psychological factors that can affect academic achievement. These two factors are not only related to an individual's academic ability but also to how Junior High School (SMP) students manage stress, motivation, and study time.

Additionally, external factors also play a significant role in supporting the academic achievement of Junior High School (SMP) students. One of these factors is family support. Families often serve as the primary source of motivation and emotional support for Junior High School (SMP) students, especially when facing challenges and pressures during their studies (Adi & Idris, 2021) (Putri & Rahmi, 2023). Family support, whether in the form of emotional, financial, or social assistance, can provide a significant boost in improving academic performance. Moreover, families that understand the importance of education and have high expectations for their children's academic achievement can help create an environment that supports the learning process of Junior High School (SMP) students, including in the subject of English.

Although many studies have explored the influence of grit and Self-Regulated Learning on academic achievement, as well as the important role of family support, there is still a lack of research that combines these three factors in a single study. This research aims to fill that gap by exploring how grit and Self-Regulated Learning affect English academic achievement in Junior High School (SMP) students, as well as the role of family support as a moderating variable that can strengthen or mitigate these influences. The research is expected to provide a deeper understanding of the relationship between psychological and social factors that affect academic achievement in English for Junior High School (SMP) students.

Academic achievement is one of the main indicators in assessing the success of a Junior High School (SMP) student in undergoing the educational process (Komara, 2016) (Vandini, 2016). Various factors can influence academic achievement, whether internal or external factors (Syafi'i et al., 2018) (Jamil, 2016). Internal factors such as cognitive ability, motivation, and time management skills play a large role in determining how well an individual can overcome academic challenges and achieve their learning goals. On the other hand, external factors such as social support, especially from family, also have a significant influence on academic success. In this context, two psychological concepts are interesting to study, namely grit and self-regulated learning, which are believed to play an important role in improving academic achievement.

Grit, as one of the internal factors, refers to perseverance and the passion an individual has to continue making efforts despite facing difficulties or failures in achieving long-term goals. The concept of grit was first introduced by Angela Duckworth (2007) as cited in Zulkifli (2018), who stated that success is not solely determined by talent but also by the ability to persist and keep striving in the face of obstacles (Zulkifli, 2018). Research shows that grit is positively correlated with academic achievement, as Junior High School (SMP) students who have grit are more likely to stay focused on their goals, even when facing tough challenges. Grit helps Junior High School (SMP) students overcome learning barriers, manage academic stress, and maintain consistency in their learning efforts, which ultimately contributes to better academic performance, including in English learning (Yuliana, 2022) (Suud et al., 2024).

On the other hand, Self-Regulated Learning (SRL) refers to an individual's ability to actively manage their learning process, starting from planning, monitoring, to evaluating their efforts in learning (Azhar, 2018) (Artino Jr et al., 2022). Self-Regulated Learning involves using effective learning strategies, such as goal setting, time management, and reflecting on academic performance. Junior High School (SMP) students who possess good SRL skills are better able to manage their time

effectively, choose appropriate learning strategies, and overcome obstacles that may arise during the learning process (Asri et al., 2017) (Zamnah, 2017) (Hariyadi et al., 2023). SRL is closely related to academic achievement because Junior High School (SMP) students who can regulate their learning process independently and effectively are more likely to achieve optimal results in their studies. Therefore, SRL skills can be a significant determining factor in academic success, especially in English learning, which requires mastering various skills such as listening, speaking, reading, and writing.

In addition to internal factors such as grit and self-regulated learning, family support also plays an equally important role in influencing academic achievement for Junior High School (SMP) students (Goa, 2022) (Marchant et al., 2001) (Schmitt & Kleine, 2010). Families function as the primary source of emotional and social support that can provide a sense of security and motivation for individuals. In the context of education, family support in the form of moral encouragement, material assistance, and attention to academic needs can strengthen students' emotional resilience in facing learning challenges. Research shows that Junior High School (SMP) students who feel supported by their families tend to have lower stress levels, higher motivation, and better learning resilience. Family support can also strengthen positive attitudes towards education and improve students' self-confidence in overcoming academic difficulties.

As psychological theories evolve to focus on factors that influence academic achievement, this study aims to delve deeper into the relationship between grit, self-regulated learning, and academic achievement in English, with family support as a moderating variable. By understanding the role of family support as a factor that can strengthen or weaken the impact of grit and Self-Regulated Learning on academic achievement, this research is expected to contribute to the development of more effective interventions to enhance academic performance among Junior High School (SMP) students.

Research on the influence of grit, self-regulated learning, and family support on English academic achievement is highly relevant in the context of educational psychology, especially amid the increasingly competitive educational landscape. In the field of educational psychology, the main focus is understanding the psychological factors that affect the learning process and academic achievement. Grit, as a psychological dimension related to perseverance and the passion to achieve long-term goals despite difficulties, has been proven to play an important role in shaping academic success (Li & Li, 2021). Furthermore, Self-Regulated Learning, which involves students' ability to set goals, monitor progress, and evaluate learning outcomes, is also a highly relevant factor in supporting academic achievement (Khotimah et al., 2023) (Yan, 2020).

The important role of family support in enhancing academic achievement cannot be overlooked. Family support, which includes motivation, involvement, and emotional resources, can strengthen other psychological factors such as grit and Self-Regulated Learning in improving academic performance (Martin et al., 2022) (Suud et al., 2024). This research aims to explore how grit and Self-Regulated Learning can influence English academic achievement and how family support can moderate the relationship between these psychological factors and students' learning outcomes. A deeper understanding of this relationship can contribute to the development of more effective, psychology-based learning strategies to improve academic achievement in various fields, especially in English learning.

In this study, the moderating variable raised is family support, which can play a crucial role in strengthening the relationship between grit, Self-Regulated Learning (SRL), and academic achievement. Family support is often considered an external factor that has a significant influence on an individual's academic development, especially in the context of English learning. Generally, family support can take the form of emotional, instrumental, or informational assistance provided by parents or other family members. In the context of education, this support is crucial as it can help students overcome academic challenges, increase motivation, and encourage the perseverance needed to achieve academic goals.

Grit, which includes perseverance and the passion to achieve long-term goals, and self-regulated learning, which focuses on an individual's ability to independently manage the learning process, have both been shown to have a significant impact on academic achievement. However, the positive effects of these two variables can be enhanced or even influenced by external factors, such as family support. For example, parents who actively provide emotional and moral support can help students face the challenges they encounter in English learning. This support can boost students' self-confidence, strengthen their mental resilience, and encourage them to stay focused on academic goals despite difficulties. Therefore, understanding how family support serves as a moderating variable in the relationship between grit, self-regulated learning, and academic achievement is essential for gaining deeper insights into the factors influencing academic success, particularly in the context of English education.

Based on data from the Central Statistics Agency of Indonesia in 2023, the majority of Indonesia's population aged 15 years and above has completed the compulsory 9-year education, with most graduates having attained a junior high school (SMP) level or higher. The largest proportion of education levels achieved is senior high school or equivalent, with 30.22% in March 2023. This is followed by elementary school graduates (24.62%), and junior high school (SMP) graduates (22.74%). Meanwhile, higher education is only accessed by 10.15% of the population in March 2023, as found on the website https://indonesiasatu.co.id/profil-pendidikan-indonesia-tantangan-meningkatkan-akses-pendidikan-tinggi-dan-mengurangi-angka-putus-sekolah#google_vignette on 23/12/2024 at 9:06 AM (Hidayatullah, 2024). Additionally, the percentage of individuals who did not complete elementary school or have never attended school is quite high, with figures of 9.01% and 3.25% respectively. Therefore, according to the statistics above, only 10% of students in Indonesia continue to higher education.

Furthermore, regarding the academic achievement outcomes in Indonesia, the Organisation for Economic Co-operation and Development (OECD) states that Indonesia ranks in the bottom 10 out of 79 countries, based on the Program for International Student Assessment (PISA). The low index of academic achievement is primarily attributed to the poor quality of teachers, as confirmed by a PISA survey which found that "teachers rarely provide feedback to students." Additionally, a 2017 World Bank report noted that one in five teachers skip classes during the learning process (International Student Assessment, 2017).

The case study taken for this research is based in Garut Regency, West Java. This is because data from the Central Statistics Agency of West Java shows that Garut ranks as one of the lowest in terms of educational achievement in the province. This is further confirmed by statistics showing that only 16% of students in Garut continue their education to the junior high school (SMP) level, demonstrating the low interest in learning and the desire to acquire knowledge in the region (Central Statistics Agency, 2023), accessed at <https://jabar.bps.go.id/id/statistics-table/2/MTIxIzI=/indeks-pendidikan.html>, on 23/12/2024 at 9:30 AM. This underscores the need to explore the academic achievement of students and the various variables influencing it in this region.

RESEARCH METHODS

This study employs a quantitative design with a survey approach, aiming to examine the relationships between several predetermined variables: the effects of grit, Self-Regulated Learning (SRL), and family support on academic achievement in English among Junior High School (SMP) students. A quantitative design is chosen because it allows for clear, measurable, and structured data collection and analysis. This design enables the collection of numerical data, which can be analyzed statistically to identify significant relationships between the variables under study. By using this approach, the researcher can obtain results that can be generalized to a broader population, which is essential in this study as the goal is to gain a deeper understanding of the psychological and social factors influencing academic achievement.

The survey approach used in this research allows the researcher to gather data from a large number of respondents in a relatively short period and at a lower cost. Surveys are an effective method for exploring respondents' perceptions, attitudes, and behaviors regarding the phenomena under investigation. In the context of this study, the survey will be used to collect data on levels of grit, self-regulated learning abilities, family support, and academic achievement in English among SMP students. Data will be collected through a questionnaire distributed to students, which will include Likert scale items to assess their perceptions and attitudes toward the variables being studied.

The questionnaire used in this study consists of several dimensions relevant to the variables under investigation. Grit, which includes perseverance and passion for achieving long-term goals, will be measured using the Grit Scale instrument. Self-regulated learning (SRL), involving planning, time management, and reflection on learning progress, will be measured using the Self-Regulated Learning Questionnaire. Family support, as a moderating variable, will be measured using the Family Support Scale, which assesses various forms of emotional, social, and material support provided by the family. Meanwhile, academic achievement in English will be measured using students' average grades or GPA, reflecting their overall academic performance in English.

The survey method allows for the collection of large amounts of data, which can then be analyzed to identify patterns and relationships between the variables. In this study, statistical analysis will be used to test the hypotheses, including regression tests to determine the impact of grit and self-regulated learning on academic achievement. Additionally, this research aims to investigate whether family support can moderate the relationship between these two psychological factors and academic performance.

One of the strengths of the quantitative design is its ability to provide statistical data that can be objectively analyzed, ensuring the reliability and validity of the results. Through multiple linear regression analysis, the researcher can determine the contribution of each variable to academic achievement. Furthermore, by employing moderation analysis, the study will assess how family support may strengthen or weaken the influence of grit and self-regulated learning on academic achievement. This approach allows for a deeper understanding of the interactions between psychological and social factors affecting academic performance in English among SMP students.

Overall, the quantitative design with a survey approach provides a robust framework for analyzing the relationships between relevant variables in this study. The use of this method is expected to yield significant, reliable findings and contribute meaningfully to the development of knowledge in the field of educational psychology. By using appropriate statistical analysis, the results of this study are expected to provide a clearer understanding of the factors influencing academic achievement in SMP students, particularly in English education.

RESEARCH RESULT

Classical Assumption Test

Normality Test

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		186
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.60536544
Most Extreme Differences	Absolute	.045
	Positive	.045
	Negative	-.042
Test Statistics		.045
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table above, it is known that the Asymp.Sig. (2-tiled) value is 0.200. This shows that the value of $0.200 > 0.05$, so it can be concluded that the data is normally distributed.

Table 2. Test Results Multicollinearity

			Coefficients ^a				
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11,249	2.322		4.85	0	
	Grit	0.204	0.094	0.159	2.18	0.03	0.708
	Self-Regulated Learning	0.358	0.094	0.281	3,799	0	0.696
	Family Support	0.328	0.087	0.261	3,768	0	0.79

a. Dependent Variable: Academic Achievement

Based on the table above, it shows that all variables obtained tolerance values >0.10 and VIF values <10.00 , so it can be concluded that all the variables above do not show symptoms of multicollinearity.

Test Heteroscedasticity

Table 3. Glacier Test Results

Coefficientsa							
Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	2,719	1,334			2,038	0.04
	Grit	-0.1	0.054	-0.167		-1.92	0.06
	Self-Regulated Learning	0.046	0.054	0.075		0.848	0.4
	Family Support	0.032	0.05	0.052		0.63	0.53

a. Dependent Variable: ABS_RES

Based on the results of the Glejser test, it is known that all variables obtained a sign value >0.05 , so it can be concluded that all the variables above do not experience heteroscedasticity.

The Influence of Grit on English Academic Achievement

Based on statistical calculations using SPSS, the influence of Grit on English Academic Achievement can be seen in the table below.

Table 4. Statistical Test Results of the Influence of Grit on English Academic Achievement

Model	R Square		Adjusted R Square		Std. Error of the Estimate
	R	R Square	Adjusted R Square	R	
1	.402a	.161	.157		2,879

a. Predictors: (Constant), Grit

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	293,017	1	293,017	35,36	.000
					3	b

Residual	1524.63	18	8.286
9	4		
Total	1817.65	18	
6	5		

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), Grit

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Error Std.			
1	(Constant)	19,993	2.023		9,883	.000
	Grit	.514	.086	.402	5,947	.000

a. Dependent Variable: Academic achievement

Based on the table above, it is known that the contribution value of the Grit variable (X1) is 0.16, this means that the Grit variable (X1) contributes 16.1% to English Academic Achievement, the remaining 83.9% is influenced by other factors not examined in this study. The table above also shows the results of the influence of Grit (X1) on English Academic Achievement, namely $Y = 19.993 + 0.514X_1$. This means that if there is no Grit, academic achievement will be worth 19.993, but if there is an increase of 1 unit (X) then there will be an increase of 0.514 units. In addition, the calculation results also show that the Grit variable (X1) has a positive and significant effect. This can be seen from the sig value of $0.000 < 0.05$ or the calculated t value $> t$ table ($5.947 > 1.653$).

The Influence of Self-Regulated on English Academic Achievement

Based on the results of statistical calculations of the influence of Self-Regulated Learning on English Academic Achievement as seen in the table below:

Table 5. Statistical Test Results of the Effect of Self-Regulated Learning on English Academic Achievement

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.467 ^a	.218	.214	2,780	

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	395,875	1	395,875	51,232	.000b
	Residual	1421.781	184	7,727		
	Total	1817.656	185			

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), Self-Regulated Learning

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Error Std.			

		B	Error	Std.	Beta		
1	(Constant	18,228	29	1,9		9,4	.0
	)					00	
	Self-						
	Regulated	.596	3	.08	.467	7.1	.0
	Learning					00	

a. Dependent Variable: Academic achievement

Based on the table above, it can be seen that the Self-Regulated Learning variable contributes to Academic Achievement as seen from the R Square value of 0.214 or 21.4%, the remaining 78.6% is influenced by other variables not examined in this study. From the calculation results, the value of the influence of the Self-Regulated Learning variable on Academic Achievement can also be seen from the results of the Regression test: $Y = 18.228 + 0.596X$. This result means that if there is no Self-Regulated Learning, academic achievement will still be worth 18.228. However, if there is an increase of one unit (X), there will be an increase of 0.596 units. In addition, based on the calculation results, it can be seen that Self-Regulated Learning has a positive and significant effect. This can be seen from the Sig value of $0.000 < 0.05$ or from the calculated t value $> t$ table ($7.158 > 1.653$)

The Influence of Grit and Self-Regulated Learning on English Academic Achievement

Based on the results of statistical calculations of the influence of grit and Self-Regulated Learning on English Academic Achievement as seen in the table below:

Table 6. Statistical Test Results of the Influence of Grit and Self-Regulated Learning on English Academic Achievement

Model Summary							
Model	Mod	R	R Square	Adjusted Square	R	Std. Error of the Estimate	
1		.505a	.255	.247		2.71982	
a. Predictors: (Constant), X2, X1							
ANOVA							
Model			Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0	463,93	2	231,965	31,35	.000
	Residual	26	1353.73	18	7,397	8	b
	Total	56	1817.65	18			
a. Dependent Variable: Y							
b. Predictors: (Constant), X2, X1							
Coefficientsa							
Model			Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	4	14,86	2.189		6,790	.00
	X1		.286	.094	.224	3.033	.00
	X2		.453	.094	.354	4,807	.00

a. Dependent Variable: Y

Based on the results of the statistical test as seen in the table above, the regression test results were obtained $Y = a + b_1X_1 + b_2X_2$ or $Y = 14.864 + 0.286 b_1 + 0.453 b_2$. Based on the Coefficient table, the significance value of the grit variable is 0.003 (<0.05) or can be seen from the $t_{count} > t_{table}$ ($3.033 > 1.653$), this means that the Grit variable has a significant effect on English academic achievement. Likewise with the Self-Regulated Learning variable, based on the test results, a significance value of 0.000 (<0.05) or can be seen from the $t_{count} > t_{table}$ ($4.807 > 1.653$), this means that the Self-Regulated Learning variable has a positive and significant effect on English academic achievement. Simultaneously, the influence of the grit and Self-Regulated Learning variables on English academic achievement is positive and significant. This can be seen from the calculated F value $> F_{table}$ ($31.358 > 3.05$).

Based on the model summary table, the R Square value is 0.255, which means that the contribution of the influence of Grit and Self-Regulated Learning is 25.5% on English Academic Achievement, the remaining 74.5% is influenced by other models that were not examined in this study.

The Influence of Moderating Variables on Independent and Dependent Variables

Table 7. Statistical Test Results of the Influence of Moderation Variables on Grit, Self-Regulated Learning and English Academic Achievement Variables

Model Summary

Model	Model	R	R Square	Adjusted R Square	R Estimate	Std. Error of the Estimate
1	5a	.595	.354	.337		2.55317

a. Predictors: (Constant), Self-regulated L with Family Support, Grit, Family Support, Self-regulated Learning, Grit with Family Support

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	644,296	5	128,859	19,768	.000b
	Residual	1173,360	180	6,519		
	Total	1817,656	185			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Self-regulated L with Family Support, Grit, Family Support, Self-regulated Learning, Grit with Family Support

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	S
		B	Std. Error	Beta			
1	(Constant)	-52,353	18,070		-2.897	.004	
	Grit	1,779	.942	.390	1,889	.061	

Self-regulated Learning	1,542	9	.87	1.207	753	1,081	.
Family support	2,963	9	.74	2,362	955	3,000	.
Grit with Family Support	-.066	0	.04	-2,059	1.643	-102	.
Self-regulated L with Family Support	-.048	7	.03	-1.495	1.309	-192	.

a. Dependent Variable: Academic Achievement

Based on the results of the regression analysis shown in the Coefficients table, Family Support has the most dominant and significant influence on English Academic Achievement. With a coefficient value of 2.963 and a significance level of 0.000 ($p < 0.05$), this shows that the higher the Family Support given, the higher the academic achievement achieved. Family support plays an important role in creating a conducive learning environment, providing motivation, and helping students to be more focused in achieving their academic goals. From the statistical test, it can also be seen that the simultaneous influence of all variables has a positive and significant effect. This can be seen from the calculated F value $> F$ table ($19.678 > 2.26$).

Moderation of Family Support on the Relationship between Grit and Academic Achievement

Based on the results of the statistical test, the R square value is 0.354. This value represents how much contribution or influence the independent variable has on the dependent variable. With an R Square value of 0.354, it can be interpreted that 35.4% of the variation in English Academic Achievement can be explained by a combination of the Grit, Self-Regulated Learning, and Family Support variables. The remaining 64.6% is influenced by other factors outside this model.

The interaction coefficient of Grit with Family Support shows a negative but insignificant influence ($p > 0.05$) or can be seen from the tcount value $< t$ table ($-1.643 < 1.653$). This means that Family Support as a moderator is not significant in moderating the relationship between Grit and Academic Achievement. Thus, a negative value indicates that Family Support weakens the influence of Grit on Academic Achievement. The Grit value ($B = 1.779$, $p = 0.061$) is approaching the level of significance, indicating that Grit has a tendency to influence academic achievement, although it is not yet strong enough. This can be interpreted that students with high levels of perseverance and fighting spirit tend to have better academic achievement, although other factors such as learning methods or external support may be more influential.

Moderation of Family Support on the Relationship between SRL and Academic Achievement

The coefficient of Self-Regulated Learning also has a positive influence, but is not significant at the 5% level ($p > 0.05$). The p value = 0.080 indicates that the contribution of Self-Regulated Learning to Academic Achievement is almost significant. This means that an increase in Self-Regulated Learning by 1 unit can increase Academic Achievement by 1.542 units.

The interaction coefficient of Self-Regulated Learning with Family Support also shows a negative and insignificant influence ($p > 0.05$) or can be seen from the tcount value $< t$ table ($-1.309 < 1.653$). This means that Family Support does not moderate (weaken) the relationship between Self-Regulated Learning and Academic Achievement. Self-Regulated Learning ($B = 1.542$, $p = 0.080$) shows a positive relationship that is almost significant. This shows that students' ability to regulate their own learning process, such as setting goals, monitoring progress, and controlling learning behavior, has the potential to improve academic achievement, but its effectiveness can be influenced by other variables outside this model.

Based on the summary model, the R Square result was 0.354. This value increased when compared to the results of the summary model test of the influence of Grit and Self-Regulated Learning on English Academic Achievement. These results mean that the contribution of the influence of the Grit (X1) and Self-Regulated Learning (X2) variables to the English Academic Achievement variable after the Moderation variable (Family Support) was 35.4%. The remaining 64.6% from other models.

DISCUSSION

The analysis results of the interaction between Grit and Family Support ($B = -0.066$, $p = 0.102$) and Self-Regulated Learning and Family Support ($B = -0.048$, $p = 0.192$) show negative and non-significant coefficients. This means that Family Support does not succeed in moderating the relationship between Grit and Self-Regulated Learning on Academic Achievement. In other words, the influence of Grit and Self-Regulated Learning on academic achievement is neither significantly strengthened nor weakened by the level of Family Support. However, the appearance of the negative coefficient may provide an indication that Family Support may slightly weaken this relationship, even though it is not statistically significant. One possible explanation is that students with high levels of Grit and Self-Regulated Learning tend to be more independent in achieving their academic success, thus the role of Family Support becomes less dominant.

These results highlight the important role of Family Support as a key factor in improving academic achievement, but the development of Grit and Self-Regulated Learning remains important, even though it has not been fully significant in this model. To strengthen the impact of Grit and Self-Regulated Learning on academic achievement, learning strategies that focus on enhancing perseverance, self-regulation, and providing appreciation involving the family could be a solution. This needs to be explored further in future research, including by considering additional variables such as the school environment, teaching methods, and students' intrinsic motivation. Therefore, the results of this study provide a strong guide for optimizing strategies to improve academic achievement through a holistic approach, involving family, school, and character development of students.

This study provides a deep understanding of how the combination of grit, SRL, and family support can contribute to improving students' academic achievement. Grit, as an indicator of perseverance and long-term passion, helps students stay motivated even when facing challenges, while SRL provides practical skills to manage the learning process more effectively. Family support, in theory, can strengthen both of these factors, creating synergy that can enhance overall academic outcomes. However, in this study, family support weakens the effect of both grit and Self-Regulated Learning on academic achievement. In English learning, which requires mastery of multidimensional skills such as listening, speaking, reading, and writing, the interaction between these factors becomes crucial. The results also indicate that directed learning supported by family involvement can overcome obstacles often faced in English learning, such as low interest in learning or high levels of anxiety.

The implications of this research are highly relevant for educators, parents, and educational policymakers. Teachers can utilize these findings to design teaching methods that not only focus on cognitive aspects but also support the development of students' character, such as improving perseverance and self-regulation abilities. Parents can take a more active role in providing emotional and material support to their children, creating a conducive learning environment at home. Meanwhile, policymakers can use the results of this research as a basis for developing educational programs that emphasize the importance of family involvement in supporting the learning process at school. Therefore, the combination of internal factors such as grit and SRL, along with family support, can be an effective strategy to improve students' academic achievement, especially in English learning.

CONCLUSION

In conclusion, Based on the results of the research and statistical analysis, several conclusions can be drawn. First, Grit has a positive and significant impact on academic achievement, as evidenced by the significance value ($0.000 < 0.05$) and the calculated t-value being higher than the t-table value ($5.947 > 1.653$). Grit contributes 16.1% to academic achievement in English, with the remaining 83.9% explained by other models that were not studied in this research. Students with high levels of grit are better able to overcome learning obstacles and maintain focus on long-term goals, including mastering English, which requires consistency and sustained effort.

Secondly, Self-Regulated Learning (SRL) also positively and significantly influences academic achievement, with a significance value of $0.000 (< 0.05)$ and a calculated t-value greater than the t-table value ($7.158 > 1.653$). SRL contributes 21.4% to academic achievement, while 78.6% is influenced by other variables not examined in this study. The regression coefficient for this variable indicates that students who are able to plan, monitor, and evaluate their learning process independently tend to achieve better academic outcomes. SRL helps students manage study time, choose appropriate learning strategies, and effectively overcome learning challenges. In the context of English learning, SRL skills allow students to actively practice their listening, speaking, reading, and writing abilities, all of which are essential for academic success.

Thirdly, both Grit and Self-Regulated Learning together have a positive and significant effect on academic achievement, as indicated by the F value being greater than the F table value ($31.358 > 3.05$). The R Square value of 0.255 means that the combined effect of Grit and SRL accounts for 25.5% of the variance in English academic achievement, while the remaining 74.5% is influenced by other models not covered in this study.

Finally, the interaction coefficient between Grit and Family Support shows a negative but not significant influence ($p > 0.05$), as indicated by the calculated t-value being lower than the t-table value ($-1.643 < 1.653$). This means that Family Support as a moderator does not significantly affect the relationship between Grit and academic achievement. The negative value suggests that Family Support weakens the impact of Grit on academic achievement. Similarly, the interaction between SRL and Family Support also shows a negative and non-significant influence ($p > 0.05$), indicating that Family Support does not moderate (or weaken) the relationship between SRL and academic achievement.

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