

The Role of Positive Youth Development as a Mediator of the Relationship between Family Function and Lecturer-Student Relationship

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Abstract. The final project is a graduation requirement for students and the quality of the lecturer-student relationship significantly impacts its successful completion. Several studies have shown that the satisfaction of students in their relationship with lecturers is majorly influenced by family function, but there is limited data on this association.. Therefore, this study aims to examine the mediating role of positive youth development in the effect of family function on the lecturer-student relationship. A quantitative explanatory approach was used and the sample population consisted of 171 active students in the 8th to 14th semester of the undergraduate program at University X. The instruments used included the Positive Youth Development (PYD), family function, and lecturer-student relationship scales. The hypothesis was tested with the mediation analysis model 4 using the SPSS Process Hayes V.4 program. The results showed that PYD partially mediated the effect of family function on the lecturer-student relationship. Furthermore, the indirect effect of family function was only significant through the mediation of prosocial norm, belief in future, and recognition for positive behavior.

Keywords: Family function, positive youth development, lecturer-student relationship, final project

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Introduction

Students in various universities are expected to have the ability to achieve timely completion of their studies. According to the Minister of Education and Culture Regulation Number 3 of 2020 on the National Standards for Higher Education, undergraduate students in Indonesia are required to complete their studies within a maximum of 7 years ([Kementerian Pendidikan Kebudayaan, 2020](#)). To obtain a bachelor's degree, these learners must first complete a final project in the form of a thesis, which is then published based on the relevant regulations ([Lembaga Layanan Pendidikan Tinggi Wilayah V Yogyakarta, 2019](#)). However, completing a thesis is a time-consuming process with numerous challenges. The process necessitates the possession of critical thinking and problem-solving skills, effective communication abilities, teamwork, leadership qualities, a willingness for lifelong learning, information management proficiency, entrepreneurship, moral ethics, and a professional attitude ([Budi, 2017](#)).

A thesis is an independent task that requires knowledge related to the study focus and methodology, along with the ability to develop a study plan, build cooperation with relevant parties, manage and analyze data, and compose a comprehensive report. Furthermore, it necessitates the possession of complex thinking and the integration of knowledge, attitude, and skills acquired throughout students' academic journey.

The completion of a thesis possesses numerous challenges and requires substantial resources, often leading many students to experience difficulties. This often leads to delays in completing their studies and failure to achieve timely graduation. Several studies have been carried out to explore the issues faced by students during the thesis completion period, and one of the recurrent problems is the quality of the lecturer-student relationship.

The lecturer-student relationship plays a crucial role in the successful completion of a thesis. The lecturer provides both technical and non-technical guidance, with the technical aspect encompassing

information related to planning steps and methods. Meanwhile, the non-technical aspects involve motivating students to meet the requirements, offering support during times of failure, and providing solutions when students encounter obstacles. A positive relationship with a thesis advisor increases the likelihood of successful thesis completion. In reality, most students do not have a satisfactory relationship with their lecturer.

Previous reports indicated that approximately 45% of students experienced communication barriers with their lecturer and 53% had complaints about slow response (Janura & Ahyuardi, 2021). Furthermore, a total of 41% experienced a lack of support from their thesis advisor and 25% assessed the quality of guidance as inadequate (Anggraini, 2017; Dewi, 2018; Ridlo et al., 2020). Another study revealed that 27% were stressed due to the lack of time and support (Nabila & Sayekti, 2021), leading to laziness, frustration, confusion, and lack of motivation (Gamayanti et al., 2018; Shahsavar & Kourepaz, 2020). The students also feel pressured due to the lack of motivation from their lecturer and the less intensive guidance process, which is often caused by the difficulty of the thesis advisor in providing time (Amandus et al., 2018; Widarto, 2017).

The role of the thesis advisor is crucial in the completion of students' final project. A good relationship with the lecturer can enhance learning motivation, involvement in academic tasks, academic expectations, and academic achievements (Davis, 2021; Engels et al., 2021; Huang et al., 2022; Woodis, 2019). A high-quality lecturer-student relationship fosters a sense of comfort on campus and promotes greater involvement in academic tasks (Allen et al., 2021). Students with a positive relationship with their lecturer tend to have fewer mental and behavioral problems in their studies (Miller-Lewis et al., 2014).

The quality of the lecturer-student relationship is often affected by the role of parents (Fang & Fang, 2021) because the advisor represents an authoritative figure on campus. According to a previous study, students with a comfortable attachment and a positive perception of their parents tend to have a good relationship with lecturers (Lifshin et al., 2019). This is due to the harmony in the family and the closeness among members (Sengul et al., 2019). Furthermore, the functions of the family include creating a harmonious home, caring for each other, building communication and emotional closeness among family members, and parent's ability to fulfill physical and psychological needs or control children's behavior (Shek & Wu, 2016). Students from harmonious families, where attention is given attention, emotional closeness is nurtured, needs are met, and appropriate supervision is provided, are more likely to have satisfactory, supportive, and minimally conflicted relationships with

lecturers on campus. Based on these findings, family function affects students' satisfaction with their relationship with lecturers.

Previous studies have shown that there are limited data on the mechanism through which family function affects the quality of the lecturer-student relationship, thereby necessitating further explanation. There is also a need to further examine whether it acted directly or indirectly through other intermediary factors. According to Hodge et al. (2017), harmonious families with good communication could build personal character and provide support for adolescents to grow healthily. Furthermore, those that spend time together frequently and have close relationships with each other enhance adolescents' ability to make decisions, build relationships with others, and experience inner peace (Orejudo et al., 2022). Krane et al. (2017) stated that emotional closeness or bonding determines the quality of the lecturer-student relationship.

These findings are consistent with Shek and Wu (2016) that family function and positive youth development affect academic adaptation and stress. The better the family function and the higher the positive youth development, the higher the ability of the students to adapt to academic demands and the lower the perceived stress.

The harmony and warmth of families could reduce academic stress through the mediation of personal assets possessed by adolescents (Yu et al., 2021). Furthermore, adolescents from warm and cohesive homes have personal characteristics that support the fulfillment of academic tasks, leading to lower stress, and vice versa.

These aforementioned studies showed the role of positive youth development in mediating the effect of family function on the lecturer-student relationship. Existing reports supported the assumption that family function required the roles of self-efficacy, social competence, bonding, belief in the future, and personal character as dimensions of positive youth development, to affect the quality of the lecturer-student relationship, but these findings had not been empirically proven among students. Therefore, this study aims to determine the effect of family function on the lecturer-student relationship, as well as the role of positive youth development as a mediator. The results were expected to provide data on dimensions of positive youth development that significantly correlated with family function and mediated the effect of family function on the lecturer-student relationship.

Methods

An explanatory quantitative approach was utilized to examine the role of Positive Youth Development (PYD) as a mediator in the effect of family function on the lecturer-student relationship. Furthermore, this

study aimed to determine the effect of family function on the lecturer-student relationship (Bajaba et al., 2021). The sample population consisted of 171 active undergraduate students from University X in the academic year 2021/2022 from semesters 8 to 14, majoring in Psychology, Law, and Business Economics, who had completed the digital questionnaire. The participants were selected using the purposive sampling method and fulfilled the predetermined criteria (Campbell et al., 2020). Data were collected by distributing a digital questionnaire to groups of students who were working on their thesis after the subjects had understood the study information and signed informed consent.

The data collection instruments included the Positive Youth Development (PYD), family function, and lecturer-student relationship scales, which demonstrated good reliability and consistency. The PYD and family function scales had been validated among Indonesian adolescent populations by Lubis et al. (2021) and yielded positive results.

The PYD scale comprised 89 items developed based on 15 competencies, including cognitive, behavioral, self-determination, prosocial norm, prosocial involvement, clear and positive identity, belief in the future, self-efficacy, bonding, resilience, emotional, social, moral, spiritual, and recognition for positive behavior (Shek & Wu, 2016). Examples of the items included: "I care about disadvantaged people in society" and "I can perform as well as others." The instrument also had a CVI value of .92, and the CFA indicators showed a Chi-square value of 229.746; $p = .000$; RMSEA = .075; CFI = .956; TLI = .935, with Cronbach's alpha reliability coefficient (α) of .894.

The family function scale consisted of 32 items developed based on 5 dimensions, including mutuality, harmony, communication, support, and control (Ma & Shek, 2014). Examples of items included: "My family members support each other" and "My family members communicate with each other." Furthermore, the instrument showed a CVI coefficient of .86, and the CFA indicators showed a Chi-square value of 8892.122; $p = .000$; RMSEA = .049; CFI = .945; TLI = .939, with Cronbach's alpha coefficient of $\alpha = .921$.

The lecturer-student relationship scale consisted of 14 items, modified from the Teacher-Student Relationship Inventory (Ang et al., 2020). The scale was constructed based on 3 aspects, including satisfaction, instrumental assistance, and conflict. Examples of items included: "I enjoy my thesis advisor lecturer's guidance" and "My relationship with my thesis advisor lecturer is positive." The pilot test with CFA analysis yielded a Chi-square value of 286; $p < .001$; RMSEA = .115; CFI = .870; TLI = .840, and the Cronbach's alpha reliability test indicated a coefficient of $\alpha = .701$.

Hypotheses were tested using mediation analysis with SPSS Process Hayes V.4, Model 4.

Results and Discussion

The data showed that the majority of the participants were female students aged 22 years in semester 8, who were from Batak ethnicity, and practiced Islam, as shown in Table 1.

The correlation analysis among variables indicated that family function, positive youth development, and the lecturer-student relationship had a significant correlation. The family function showed a significant correlation with almost all dimensions of positive youth development, except for spiritual and self-efficacy. Furthermore, it had the highest contribution to bonding as well as clear and positive identity. All dimensions of positive youth development correlated with the lecturer-student relationship, as shown in Tables 2 and 3.

The statistical analysis showed that family function had a significant effect on positive youth development ($b=1.7415$; $t=8.9281$; $p<.001$) and lecturer-student relationship ($b=.1029$; $t=2.6715$; $p<.001$). Positive youth development had a significant influence on the lecturer-student relationship ($b=.0422$; $t=3.3726$; $p<.001$). Furthermore, family function contributed 32% to positive youth development and 15% to the lecturer-student relationship. The results also showed that family function and positive youth development had a combined contribution of 20% to the lecturer-student relationship, as shown in Figure 1.

The family function had a significant indirect effect on the lecturer-student relationship through prosocial norms, belief in the future, and recognition of positive behavior, as shown in Table 4.

The results of this study showed that the family function variable had a significant effect on positive youth development. This was consistent with Belintxon et al. (2020) that it had a correlation with adolescents' ability to make decisions, willingness to follow rules, and belief in a higher power. Adolescents who received support and supervision from their parents exhibited low-risk behaviors, engaged in positive activities during their free time, and actively worshiped. Furthermore, those with good communication, harmonious families, and adequate parental supervision tended to have a positive outlook on life (Shek et al., 2021), made behavioral choices, adhered to social norms (Shek et al., 2022b), demonstrated high prosocial behavior (Pastorelli et al., 2021), and exhibited independence (Smith et al., 2013).

Based on the results, positive youth development affected the lecturer-student relationship. This indicated that for students to have a satisfying, supportive, and conflict-free relationship with their advisor lecturer, they needed several skills and

abilities. These included rational decision-making skills, prosocial attitudes, belief in their future and capability, competence in building social interactions, rule adherence, the ability to attribute positive meaning to experiences, resilience in the face of failure, good relationships with positive role models, and reinforcement for positive behavior. Belief in self-efficacy, emotional stability, coping strategies, cognitive capacity, behavioral choices, social competence, and peer support affected the perception of the lecturer-student relationship (Amorim Neto et al., 2020; Krause, 2020; Mahmoud Abou Bakr, 2020; Moyano et al., 2022; Wettstein et al., 2021; Yudin et al., 2021).

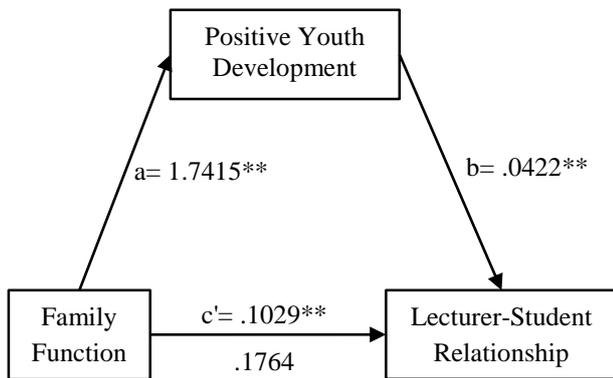


Figure 1. Test results for the effect of FK on RDM

Table 1
Subject Demographics

Demographics	N (%)
Age (M= 22.27; SD= 1.178)	
20	2 (1.2)
21	41 (23.8)
22	67 (39)
23	43 (25)
24	9 (5.2)
25	8 (4.7)
29	1 (.6)
Gender	
Male	20 (11.6)
Female	151 (87.8)
Semester (M= 8.84; SD= 1.014)	
8	100 (58.1)
10	70 (40.7)
12	1 (.6)
Ethnicity	
Java	48 (27.9)
Batak	87 (50.6)
Minang	8 (4.7)
Malay	13 (7.6)
Others	15 (8.7)
Religion	
Islam	127 (73.8)
Christianity	36 (20.9)
Catholicity	8 (4.7)

Table 2
Mean, Standard Deviation, and Correlation between Variables

	Mean	SD	PYD	RDM
FK	112.38	13.621	.5661**	.383**
PYD	327.82	41.901		
RDM	40.58	6.271	.409**	

Description: FK = family function; PYD = positive youth development; RDM = lecturer-student relationship; N= 171; **p< .001

Table 3
Correlation of Family Function, PYD, and Lecturer-Student Relationship

PYD dimensions	FK	R2	RDM
Behavioral	.5573**	.3106	.253**
Cognitive	.4489**	.2015	.263**
Self-determination	.5600**	.3137	.237**
Prosocial norm	.3837**	.1472	.432**
Prosocial involvement	.4180**	.1747	.320**
Clear and positive identity	.5981**	.3578	.306**
Belief in future	.2993**	.0896	.373**
Bonding	.5992**	.3590	.380**
Resilience	.5774**	.3334	.262**
Social	.4648**	.2160	.225**
Emotional	.4050**	.1640	.316**
Moral	.4710**	.2219	.224**
Self-efficacy	.0644	.0042	.194*
Spiritual	.0258	.0007	.263**
Recognition for positive behavior	.3869**	.1497	.465**

Table 4
Indirect Effect of Family Function on Lecturer-Student Relationship

Variable	Effect	SE	LLCI	ULCI	Desc.
Total	.0283	.0326	-.0362	.0937	NS
Behavioral	-.0234	.0364	-.1030	.0423	NS
Cognitive	-.0010	.0267	-.0519	.0563	NS
Self-determination	-.0512	.0427	-.1349	.0315	NS
Prosocial norm	.0567	.0227	.0197	.1088	S
Prosocial involvement	.0205	.0231	-.0239	.0689	NS
Clear and positive identity	-.0061	.0407	-.0827	.0797	NS
Belief in future	.0300	.0148	.0029	.0603	S
Bonding	.0192	.0352	-.0486	.0919	NS
Resilience	-.0130	.0306	-.0816	.0412	NS
Social	-.0034	.0259	-.0215	.0528	NS
Emotional	.0152	.0160	-.0114	.0511	NS
Moral	-.0325	.0216	-.0813	.0053	NS
Self-efficacy	-.0014	.0047	-.0139	.0063	NS
Spiritual	.0022	.0078	-.0134	.0195	NS
Recognition for positive behavior	.0614	.0177	.0304	.0997	S

The results of this study showed that the family function variable had a significant effect on positive youth development. This was consistent with [Belintxon et al. \(2020\)](#) that it had a correlation with adolescents' ability to make decisions, willingness to follow rules, and belief in a higher power. Adolescents who received support and supervision from their parents exhibited low-risk behaviors, engaged in positive activities during their free time, and actively worshiped. Furthermore, those with good communication, harmonious families, and adequate parental supervision tended to have a positive outlook on life ([Shek et al., 2021](#)), made behavioral choices, adhered to social norms ([Shek et al., 2022b](#)), demonstrated high prosocial behavior ([Pastorelli et al., 2021](#)), and exhibited independence ([Smith et al., 2013](#)).

Based on the results, positive youth development affected the lecturer-student relationship. This indicated that for students to have a satisfying, supportive, and conflict-free relationship with their advisor lecturer, they needed several skills and abilities. These included rational decision-making skills, prosocial attitudes, belief in their future and capability, competence in building social interactions, rule adherence, the ability to attribute positive meaning to experiences, resilience in the face of failure, good relationships with positive role models, and reinforcement for positive behavior. Belief in self-efficacy, emotional stability, coping strategies, cognitive capacity, behavioral choices, social competence, and peer support affected the perception of the lecturer-student relationship ([Amorim Neto et al., 2020](#); [Krause, 2020](#); [Mahmoud Abou Bakr, 2020](#); [Moyano et al., 2022](#); [Wettstein et al., 2021](#); [Yudin et al., 2021](#)).

The family function was shown to have an effect on the lecturer-student relationship due to the similarity between the function of an advisor lecturer on campus and the authoritative role of parents at home. The quality of adolescent-parent association served as the foundation for students' relationship with the social environment outside the home, including with lecturers ([Park, 2018](#); [Veríssimo et al., 2017](#)). Furthermore, family values and parenting styles formed the basis for the quality of the lecturer-student association ([Hou & Wen, 2022](#)). Adolescents with harmonious, caring relationships with parents, emotional closeness, fulfilled physical and psychological needs, and parental supervision tended to feel satisfied with their relationship with their lecturer, receive instrumental support, and have no conflicts with their lecturer.

The mediation analysis showed that family function affected lecturer-student relationship through the mediation of positive youth development. Students from harmonious families, with emotional closeness to their parents, feelings of parental love, and internalized

family values, tended to have satisfying, supportive, and harmonious associations with advisor lecturers. This was because these students possessed positive personal and external assets. Learners with the ability to determine beliefs were likely to successfully complete their final project, exhibit a willingness to help and serve others, as well as feel recognized for positive behavior.

Students who believed in their ability tended to exhibit a resilient attitude and continuously strived to find solutions to overcome obstacles. Furthermore, those with high prosocial attitudes tended to be flexible, prioritized the interests of others, and avoided imposing personal will on others. Participants who had reinforcement from the environment for positive behavior demonstrated positive behavior in social interactions and strived for academic success. Students with these characteristics were also diligent and persistent in overcoming challenges to complete their thesis, did not force personal will, were willing to listen to input, as well as strive to follow the requests of their lecturer. This made the lecturer feel more comfortable and provided supportive responses during interaction, leading to satisfaction in the student-lecturer relationship.

According to [Shek et al. \(2022a\)](#), positive youth development mediated the effect of family function on the ability to adapt to the community. The quality of the relationship with parents affected academic success through the positive personality traits possessed by students ([Li et al., 2022](#)). Furthermore, adaptability and academic success could be achieved by individuals who had a positive relationship with their thesis advisor lecturer.

The results showed that family function significantly affected the lecturer-student relationship through prosocial norms, belief in the future, and recognition for positive behavior. Based on these findings, the ability of parents to establish harmony, care, and mutual understanding, fulfill their children's needs, and guide behavior could enhance the quality of the lecturer-student relationship by fostering a desire to help others, optimism for the future, and parental role modeling. This demonstrated that the family served as a source of support for students to care for others, believe in their abilities, and be motivated to provide optimal performance. The presence of these factors was expected to help students to build a satisfying, supportive, and low-conflict relationship with the advisor lecturer.

A good family function could affect the quality of the lecturer-student relationship directly and indirectly through positive youth development. This indicated that the family had an effect on the lecturer-student relationship through the role of parents in shaping adolescents to be helpful to others, motivating positive

behavior during studies, and fostering optimism in achieving aspirations (Kealy et al., 2022). These 3 factors were essential for students to build a supportive relationship with their advisor lecturer. Adolescents who were raised in harmonious families, had closeness, felt loved, and had a strong value system were likely to have a satisfying relationship with their thesis advisor lecturer. This was because they possessed a helpful attitude, believed in success, and consistently exhibited the behavior expected by the lecturer.

The family function correlated with almost all dimensions of positive youth development except self-efficacy and spirituality. This indicated that this variable did not build students' belief in their ability to complete academic tasks. Based on the results, parents in Indonesia tended to instill the idea that success was not solely determined by a belief in one's ability, but could be achieved through adherence to rules, alignment with authority, and support from the environment (Riany et al., 2017). This belief was related to the collective values upheld by the Indonesian community, where harmony and acceptance within the group served as sources of happiness and behavioral norms (Boyer, 2006).

In the Indonesian family environment, students strive to align their actions with parents' expectations. This was based on the value or belief that decisions must receive parents' support and approval (Sihombing, 2014). In the university environment, students considered the opinions and acceptance of the lecturer in every decision (American Psychological Association, 2023). Therefore, learners perceived that academic success was not solely based on ability but was more determined by the support and approval of the advisor lecturer.

According to the results of this study, family function did not correlate with students' spirituality. This indicates that the family did not shape adolescents' beliefs in the power of God and the meaning of life. This condition occurred because the home focused more on cultivating adolescents' obedience to religious practices and rituals through the application of specific disciplinary methods (Nasrudin & Jaenudin, 2021). However, the family was less oriented toward the formation of spiritual values related to personal awareness in living (Sagala, 2018). The interaction between students and parents had not yet formed personal awareness of the goals to be achieved and the meaning to be obtained from life process (Klingenberg & Sjö, 2019). Consequently, aspirations and goals tended to be shaped by parents who still play a strong role in the life of students in Indonesia.

These findings were beneficial for preventing obstacles in the lecturer-student relationship in the final semester. This study could also serve as a basis for developing programs to assist final-semester students

who experienced difficulties in their relationship with advisor lecturer. However, this study had several limitations, including the recruitment of participants from 3 non-randomly selected study programs as well as a small sample size. These limitations were likely to cause sampling errors, as well as biases and inaccuracies in the results. The findings could only be generalized to the population of University X in Medan, and the results were likely to differ when applied to students from other universities.

The majority of the participants were women from the Batak ethnicity who adhered to Islam. Further studies were needed to generalize the results to a population of students with different characteristics. The family function and lecturer-student relationship were examined from the perspective of adolescents without involving the perspective of parents and the lecturer. This indicated that further reports incorporating the perspective of both parties were required to obtain more balanced information. The data collection method used a psychological scale, which was prone to social desirability bias because the participants could provide socially desirable responses. Future studies could involve larger samples and use a longitudinal approach to strengthen empirical findings on the effect of family function on the lecturer-student relationship through the mediation of positive youth development.

Conclusion

In conclusion, positive youth development partially mediated the effect of family function on the lecturer-student relationship. Furthermore, family function only significantly affected the lecturer-student relationship through the dimensions of prosocial norm, belief in the future, and recognition for positive behavior.

The findings of this study were beneficial for universities and lecturers in supporting the completion of students' study programs. Educational counselors could understand the connection between the family and student's academic success as well as the role of positive character traits in building relationships with the advisor lecturer. Universities could also prevent and intervene for students who encountered obstacles with their advisor lecturer by facilitating the development of positive developmental factors, particularly nurturing empathy towards others, optimism about the future, and strengthening positive behaviors. Universities were also expected to collaborate with parents to cultivate the positive character traits needed through psychoeducation about the important role of parents in academic success, providing guidance in building optimism and prosocial attitudes, as well as reinforcing positive attitude at home.

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