The Relationship of Family Support and Self-Concept with Student Learning Motivation in Online Learning

Nuril Arga Rasyida [1,*], Siti Nurina Hakim [2]

[1] Faculty of Psychology, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

Online media is one solution so that teaching and learning activities between teachers and students can still be carried out, although in its implementation online media problems often occur. The decision to switch to online learning media will affect the conducive interaction between teachers and students, if the method used is not suitable it will make students less interested and bored, the impact is that students become lazy, passive, and less interested in learning. The purpose of this study was to determine the relationship between self-concept and family support on students' learning motivation. The research hypotheses are: (1) there is a relationship between self-concept and family support with learning motivation, (2) there is a positive relationship between self-concept and learning motivation, (3) there is a positive relationship between family support and learning motivation. This research uses correlational quantitative method.population was students of SMP 1 Muhammadiyah Surakarta. A sample of 100 students was determined by *purposive sampling.* The data collection tool uses the Learning Motivation Scale, the Self-Concept Scale, and the Family Support Scale. The data analysis technique used multiple linear regression. The results of multiple regression analysis get results (F) = 134.999 with a *sig.*p < .01, value (r) = .847 (r > 0), with a value of *Sig. (1-tailed)* p < .01, and the value (r) = .652 (r > 0), with a value of *Sig. (1-tailed)* p < .01. indicates that there is a very significant positive relationship between self-concept and family support with learning motivation, shows a very significant positive relationship between self-concept and learning motivation, and shows a very significant positive relationship between family support and learning motivation.
Keyword: family support; learning motivation; self-concept

Introduction Section

Based on the circular letter of the Ministry of Education number. 15 of 2020, related to learning guidelines for the Implementation of Learning From Home in the Emergency Period for the Spread of Covid-19. The circular stated that the purpose of implementing Learning From Home (BDR) is to ensure that the rights of students are fulfilled to obtain educational services during the Covid-19 emergency, protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in education units. and ensuring the fulfillment of psychosocial support for educators, students, and parents (Kemendikbud, 2020).

The results of a survey conducted by researchers regarding the level of interest in learning during online learning to 76 students of SMP PK Muhammadiyah Al-Kaustar Kartosura, showed that there were 6 students who did not have interest, 32 students who lacked interest, 31 students who had enough interest. people, and students who have high interest there are 7 people. One of the factors of learning motivation is students' interest in learning (Lukita & Sudibjo, 2021). Low student interest in learning can affect the decline in student motivation. The research conducted by Nurfallah & Pradipta (2021), entitled "*Secondary Student Mathematics Learning Motivation during Online Learning in the COVID-19 Pandemic*", with the subject of junior high school students in the city of Bekasi as many as 415 students, shows the results of student learning motivation in the high category of 13 %, the medium category is 70%, the low category is 17%. There are six aspects of learning motivation proposed by Santrock (2014), namely: (1) Self-determination, namely the individual's ability to determine his own goals regarding what he wants to do or the goals he has. (2) Interest, namely the individual's tendency to know and master a potential that exists within him. (3) optimal experience and flow, namely the

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* Corresponding author: author@email.org.me

opportunity to obtain something that the individual is looking for while still adjusting to the individual's abilities. (4) cognitive involvement and self-responsibility, are efforts made based on individual expertise to get something according to individual expectations. (5) *Punishment,* the risk that individuals will get if they do not do a job. (6) *Reward,* is an award that can trigger individuals to act on a job or activity.

The encouragement and motivation of parents as the main educators in the family has a big influence on the success of children's learning (Wahidin, 2019). In the research conducted by Emerelda and Kristiana (2017), the results show that there is a positive relationship between parental social support and student learning motivation, this shows that the higher the parental support, the higher the student's learning motivation. The results of this study are strengthened by research conducted by Lukita & Sudibjo (2021), on "*Factors Affecting Student Learning Motivation in the Era of the COVID-19 Pandemic*" which concluded that family support was the most influential variable on learning motivation. Another factor that influences learning motivation apart from family support is self-concept (Djaali, 2008). This is evidenced by research conducted by Sinarsi (2020), to 70 students of SMP Panca Abdi Bangsaku Stabat, Lankat Regency, North Sumatra, that self-concept has a significant positive correlation with learning motivation, so the higher the self-concept, the higher the student's learning motivation, the better. students' self-concept, the more students' learning motivation is fulfilled. This shows that family support and self-concept are very important to keep students well motivated in learning. Good learning motivation will have a good effect on learning outcomes and student achievement.

Learning motivation is a process of giving direction and enthusiasm so that it causes changes in behavior and persistent attitudes in students who are studying due to internal and external encouragement, behavior that has motivation will be directed, last long, full of energy and become a driver of continuity of learning activities so that it can be achieved. individual goals (Santrock, 2007; Uno, 2017; Sardiman, 2018).

There are six aspects of learning motivation proposed by Santrock (2014), namely: (1) Self-determination, namely the individual's ability to determine his own goals regarding what he wants to do or the goals he has. (2) Interest, namely the individual's tendency to know and master a potential that exists within him. (3) optimal experience and flow, namely the opportunity to obtain something that the individual is looking for while still adjusting to the individual's abilities. (4) cognitive involvement and self-responsibility, are efforts made based on individual expertise to get something according to individual expectations. (5) *Punishment,* the risk that individuals will get if they do not do a job. (6) *Reward,* is an award that can trigger individuals to act on a job or activity. There are six aspects of learning motivation according to Uno (2008), namely; (1) Interest and desire to do activities, namely in the form of a desire to succeed in learning and daily life, this is generally referred to as achievement motive. (2) encouragement and the need to carry out activities, a success of students caused by encouragement or stimulation from outside themselves, for example the failure experienced by students. (3) Hopes and ideals, a person's beliefs that are influenced by their feelings about the picture of the results of their actions. (4) self-esteem, verbal statements or other forms of appreciation for good behavior or good student learning outcomes. (5) A proliferating environment, a conducive learning environment is one of the factors that encourage students to learn. (6) Interesting activities. An interesting atmosphere causes the learning process to be meaningful. There are three aspects according to Sadirman (2018), (1) Generating learning activities. (2) Ensuring continuity of learning. (3) Directing learning activities.

Self-concept is the beliefs, feelings, evaluations, and judgments made by the individual himself, regarding himself related to psychic, emotional, social, and academic. (Deaux, Dane, & Wrighsman, 1993; Chaplin, 2004; Hurlock, 1996).

. There are two aspects of self-concept according to Hurlock (2013), namely; (1) Physical image, usually related to physical appearance, attractiveness, body parts, and suitability or incompatibility with gender with how it appears in the eyes of others; (2) Psychological Image, based on feelings, thoughts, and emotions, this image consists of the quality of a person's ability to adapt to life, and self-characteristics such as courage, honesty and independence.

There are three aspects of self-concept according to Acocella and Coulhon (2013), namely; (1) Knowledge of oneself, this is related to the picture of oneself on basic things, such as the picture of self-image, social roles, self-attitudes and other characteristics about oneself. (2) Self-expectations, namely a number of views and possibilities that are expected to occur in the individual, such as the ideals and goals of life. (3) Self-assessment,

namely the extent to which the individual likes himself, the further the difference between his self-image and his self-image in the eyes of others can be the cause of a person having low self-esteem and vice versa.

Factors that affect self-concept according to Jalaludin Rakhmat (2007) consist of two factors, namely; (1) Other people, someone who is respected, accepted and liked by his condition by others tends to be able to accept and respect himself. (2) A reference group is a group or community that has written and unwritten norms, so that individuals related to the group will try to adapt their behavior to the norms of the group.

Family support is the presence of the family in mentoring and providing instrumental, moral, informative, emotional and assessment support to other family members so that they can help and complement each other. each other's needs (Featherstone, 2003; Setiadi, 2008; Dolan Canavan, Pinkerton, 2006). There are four aspects of family support, namely: (1) Emotional Support, the family shows a form of affection, care, and attention to children; (2) Appreciation Support, form of positive appreciation, so as to provide an injection of enthusiasm to move forward and increase children's self-confidence; (3) Concrete/Instrumental Support, in the form of fulfilling the required facilities, such as material needs, education, including the presence of the family for dialogue/communication; (4) Support Advice or informative, in the form of warnings, suggestions or input to children in accordance with the experience of parents or other family members, according to Bandura (1986) individuals who are given advice, suggestions, guidance will be better able to improve their abilities so that they can achieve the desired goals. expected to be able to encourage someone to show their best performance (Friedman, 2010; Dolan Canavan, Pinkerton, 2006). Aspects of family support according to Tucker & Rice (1986) include: (1) Expressive support, the family is present to meet the emotional needs and development of family members, such as teaching love to others, religion (morals), protecting each other; (2) Instrumental Support, the family is present to meet the primary and secondary needs of family members, such as clothing, food, housing, education. Factors that influence family support are divided into 2 parts, namely: Internal factors, including developmental, educational, emotional, and spiritual stages; External factors, including relationships that occur within the family, social, economic, and cultural background (Setiadi, 2008).

Motivation can make a person want to do something that he initially did not want to do, by trying to eliminate the feeling of dislike (Amna, 2017). Likewise with learning activities with the motivation to learn things that can hinder learning will try to be driven away by students. Learning motivation will make students want to be involved in many academic activities, this is important because cognitive processes will be used higher by students who do something because there is motivation, and motivation is obtained through many factors (Filgona, J, Gwani, & Okoronka, 2020).

Self-concept is a person's understanding of himself as a result of interactions with other people (Widiarti, 2017). Self-concept is also related to how individuals see themselves, feel about themselves and how individuals become human as they are expected (Hidayati & Farid, 2016). According to Alli (2018), self-concept is divided into academic self-concept related to achievement and non-academic self-concept related to social, emotional, and physical aspects.

Support from the family will make students able to understand their obligations as students in studying at school. Family support is one of the factors that influence student learning motivation, this is evidenced by the results of research conducted on 80 students of SMP Negeri 11 Pasuruan, which concluded that support family is positively correlated with learning motivation (Prasetyo & Rahmasari, 2016). Self-concept has a very large influence on the success of student education, because self-concept can be an evaluation and goal for oneself, the importance of self-concept for student learning motivation is supported by research conducted by Saragi , Iswari and Mudjiran (2016), to 215 students of SMAN 8 Padang, showed that self-concept contributes to learning motivation with a correlation coefficient of 0.492, indicating that learning motivation is also determined by students' self-concept.

Based on the description above, the formulation of the problem in this research is "Is there a relationship between self-concept and family support on students' learning motivation, especially students of SMP 1 Muhammadiyah Surakarta?". The purpose of this study was to determine the relationship between self-concept and family support on students' learning motivation during distance learning during the covid-19 period, especially students of SMP 1 Muhammadiyah Surakarta. The benefits that can be drawn from this research consist of two things; 1. The practical benefits of this research can increase the learning motivation of SMP 1 Muhammadiyah Surakarta students in dealing with and responding to distance learning conditions during the

pandemic. In addition, the researcher hopes that this research can be a reference for further researchers who will examine the themes of learning motivation, self-concept, and family support. 2. The theoretical benefits of this research are expected to bring benefits to add insight and knowledge regarding learning motivation, self-concept and family support. The hypotheses of this study are (1) there is a relationship between self-concept and family support with student learning motivation, (2) there is a positive relationship between family support and student learning motivation, (3) there is a positive relationship between self-concept and student learning motivation.

Methods

The research method used in this study is a quantitative method. The dependent or dependent variable (Y) in this study is learning motivation and the independent variable (X) is family support and independent variable (X) is self-concept. This research uses correlational quantitative research methods. The subjects of this study were 248 grade 7 and 8 students of SMP 1 Muhammadiyah Surakarta, Arikunto (2010) stated that if the total population was more than 100 people, 20%-25% or more could be taken, in this study the researchers took 40% of the total population. 249 students, so that the total sample size is 100 students, consisting of 44 students in grade 7 and 56 students in grade 8. This study uses a purposive sampling technique, measuring instruments used are family support scale, self-concept scale, and learning motivation scale.Collecting data using a google form questionnaire containing the Consumptive Behavior Scale, Lifestyle Scale, and Conformity scale using a Likert scale as a guide for submitting statements with four alternative answers, namely: Strongly Disagree (STS); Disagree (TS); Agree (S); Strongly Agree (SS).

The data analysis technique used in this study is multiple linear regression with the help of the Statistical Package for Social Science (SPSS) computer calculation program version 16. Multiple linear regression is a form of regression model that aims to provide an overview of the relationship between independent variables whose number is more than one. with one dependent variable (Setia Ningsih, 2019).

Results and Discusion

Analysis of the data in this study using multiple linear regression after fulfilling the requirements of normality test and linearity test. Normality test using *One Simple Kolomogrov-Smirnov* which if *asym Sig (2-tailed)* > 0.05, it means that the data is normally distributed.

Table 1. *Multiple Linear Regression Normality Test Results*

No.	Variable	N	Sig. (1-tailed)	Data Distribution
1.	Learning Motivation	100	.200	Normal
2.	Self Concept	100	.200	Normal
3.	Family Support	100	.200	Normal

Based on the table, it can be seen that the learning motivation variable gets *Sig. (1-tailed)* p = .200 which indicates that it is normally distributed because the value of *Sig. (1-tailed)* p > 0.05. In the self-concept variable, *Sig. (1-tailed)* p = .200, this indicates that the self-concept variable is normally distributed because the value of

Sig. (1-tailed) p > .05. In the family support variable, *Sig. (1-tailed)* p =.200 which indicates that the family support variable is normally distributed because the value of *Sig.* p > .05.

Table 2. Linearity Test Results

No.	Variable	Linearity		Description
		F	Sig.	
1.	Self-Concept	234,690	.000	Linear
2.	Family Support	96. 306	.000	Linear

The results of the linearity assumption test on the *Anova Table* in the *linearity* on the learning motivation variable with self-concept obtained a value (F) = 234,690 with a *linearity sig* of .000 (p < .05) which means it has a linear relationship and on the variable of learning motivation with family support obtained a value of (F) = 96. 306 with a *linearity sig* of .00 (p < .05) which means it has a linear relationship.

Table 3. *Result of Multiple Linear Hypothesis Testing*

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	19456.71	2	9728.356	134.999 000	000 [b]

a. Dependent Variable: Learning Motivation
b. Predictors: (Constant), Family Support, Self-Concept

Judging from the *Anova* in the *Sig 1-Tailed* it can be seen that there is a very significant relationship between self-concept and family support with learning motivation. This can be seen from the acquisition value (F) = 134,999 with the value of *Sig.* p < .01.

Table 3. Minor Hypothesis Test Results

	Variables	Motivation	Learning
Sig. (1-tailed)	Self Concept	.000	
	Family Support	.000	

Seen from the table above, if the sign is negative, which means that the X variable increases, the Y variable increases so that it is in the opposite direction. If the sign is positive, it means that the variable X increases and the variable Y also increases or in one direction. The table shows that the two minor hypotheses have a positive effect. The existence of this positive relationship can be seen from the first minor hypothesis, namely there is a positive relationship between self-concept and learning motivation, the value (r) = .847 (r > 0) and *Sig. (1-tailed)* p <.01 which indicates that there is a very significant positive relationship between self-concept and learning motivation. In the second hypothesis, there is a positive relationship between family support and learning motivation by obtaining a value of (r) = .652 (r > 0) and *Sig. (1-tailed)* p < .01 which indicates that there is a very significant positive relationship between family support and learning motivation.

Conclusion

The conclusion of this study is that there is a very significant relationship between self-concept and family support on learning motivation. concept self- and family support together affect the learning motivation of junior high school students. Other results show that there is a very significant positive relationship between self-concept and learning motivation. The higher the self-concept, the higher the student's learning motivation and vice versa. Other results show that there is a very significant positive relationship between family support and learning motivation. The higher the level of family support, the higher the level of student learning motivation.

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