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

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Abstract

Use of online media is one solution so that teaching and learning activities between teachers and students can continue to be carried out, although in its implementation online media are not uncommon problems. 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 methods. The research 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 the results (F) = 134.999 with a sig.p < 0.01, value (r) = 0.847 (r > 0), with a value of Sig. (1-tailed) p < 0.01, and the value (r) = 0.652 (r > 0), with a value of Sig. (1-tailed) p <0.01.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.

Keywords: family support, learning motivation, self-concept

Introduction Section

The Indonesian Government has implemented various policies to mitigate the spread of Covid-19, such as the Large-Scale Social Restrictions (PSBB) that are applied in various regions with high levels of Covid-19 spread as an effort to slow down the spread of Covid-19. This is also related to the ongoing teaching and learning activities that are conducted from each individual's home rather than in formal school environments.

Based on the circular of the Ministry of Education and Culture number 15 of 2020 regarding guidelines for learning implementation from home during the Covid-19 spread emergency, the goal of the implementation of learning from home (BDR) is to ensure that the rights of students are fulfilled to receive education services during the Covid-19 emergency, protect educational unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in educational units, and ensure the fulfillment of psychosocial support for educators, students, and parents (Ministry of Education and Culture, 2020). The use of online media has become one of the solutions to ensure that teaching and learning activities between teachers and students can still take place, although there are often problems encountered during the implementation of online media, such as difficulty in accessing the internet, incomplete material provided by teachers that has already moved to another topic, costs for internet data packages, and other challenges faced by teachers, students, and parents during the online learning process

The researcher conducted an initial survey of 79 students from the Al-Kautsar Kartsura Muhammadiyah Special Program Junior High School, regarding the difficulties and obstacles experienced during online learning amid the COVID-19 pandemic. The results showed that 26 students reported difficulty in understanding the

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material presented through online media, 24 students reported technical issues such as internet connection, internet quota, and gadget operation, 15 students reported difficulty in concentrating while studying, 3 students felt they needed parental guidance, and 7 students did not experience any difficulties during the online learning process.

The decision to switch to online learning media will affect the conducive interaction between teachers and students, if the method used is less appropriate, it will make students less interested and bored, resulting in students becoming lazy, passive, and less interested in learning (Saragih, Silitonga, Sinaga, & Mislika, 2The results of a survey conducted by researchers regarding the level of interest in learning during online learning among 76 students of SMP PK Muhammadiyah Al-Kaustar Kartosura showed that there were 6 students who had no interest, 32 students who had low interest, 31 students who had moderate interest, and 7 students who had high interest. One of the factors of learning motivation is student interest in learning (Lukita & Sudibjo, 2021). Low student interest in learning can have an impact on decreasing student learning motivation.021).

According to Nurfallah & Pradipta's (2021) research entitled "Mathematics Learning Motivation of Middle School Students during Online Learning in the COVID-19 Pandemic", online learning has helped to keep students healthy during the pandemic, but the online learning environment is still not as effective as face-to-face learning due to various challenges that may lead to decreased student motivation. The study involved 415 middle school students in Bekasi city, with the results showing that 13% of students had high motivation, 70% had moderate motivation, and 17% had low motivation.

The encouragement and motivation from parents as the primary educators in the family have a significant impact on the success of children's learning.In a study conducted by Emerelda and Kristiana (2017), it was shown that there is a positive relationship between parental social support and student learning motivation. This indicates that the higher the level of parental support, the higher the student's learning motivation." This research finding is supported by Lukita and Sudibjo's (2021) study on "Factors That Influence Student Learning Motivation in the COVID-19 Pandemic Era", which concluded that family support is the most influential variable on learning motivation.

Encouragement, support, advice, and guidance given during difficult times to individuals or groups with direct family ties such as parents, children, and siblings, are considered as family support (Mirza, 2017). Another factor that affects learning motivation besides family support is self-concept (Djaali, 2008). This is evidenced by research conducted by Sinarsi (2020) on 70 junior high school students from Panca Abdi Bangsaku Stabat, Lankat Regency, North Sumatra, which showed a significant positive correlation between self-concept and learning motivation. The higher the self-concept, the higher the learning motivation of the students. Thus, a good self-concept and family support are essential to maintain high learning motivation in students. Good learning motivation can have a positive impact on students' learning outcomes and academic achievements.

Learning motivation is a process of providing direction and inspiration that leads to changes in behavior and a determined attitude in students who are learning, caused by internal and external factors. Behavior that has motivation will be directed, persistent, full of energy, and become a driving force for the continuity of learning activities so that individual goals can be achieved (Santrock, 2007; Uno, 2017; Sardiman, 2018).

There are six aspects of learning motivation proposed by Santrock (2014), namely: (1) Self-determination, which is an individual's ability to determine their goals related to what they want to do or the goals they have achieved; (2) Interest, which is an individual's tendency to know and master a potential within themselves; (3) Experience and optimal flow, which is the opportunity to obtain what the individual is looking for while adjusting to the individual's abilities; (4) Cognitive involvement and self-responsibility, are efforts based on an individual's skills to achieve something according to the individual's expectations; (5) Punishment, the risk an individual will face if they do not perform a task; (6) Reward, a form of recognition that can encourage individuals to perform a task or activity. There are six aspects of learning motivation according to Uno (2008), namely; (1) Interest and desire to engage in activities, which is the desire to succeed in learning and daily life, generally referred to as achievement motivation; (2) Drive and need to engage in activities, a student's success caused by external pressure or stimulation, such as failure experienced by students; (3) Expectations and aspirations, an individual's beliefs influenced by their feelings about the outcome of their actions; (4) Self-appreciation, verbal statements or other forms of recognition for good behavior or good student learning outcomes; (5) Supportive environment, a conducive learning environment is one of the driving factors for students to learn; (6) Engaging

activities. An engaging atmosphere makes the learning process meaningful. There are three aspects according to Sadirman (2018): (1) Stimulating learning activities; (2) Ensuring the continuity of learning; (3) Directing learning activities.

According to Djaali (2008), there are four factors that influence learning motivation: (1) Attitude, emotional readiness and taking appropriate action in certain situations; (2) Interest, a sense of attraction to an activity without being influenced by others. It is known that if students have high learning interest, then their learning motivation will also be high, but if students have low learning interest, then their learning motivation will also be low (Lukita & Sudibjo, 2021); (3) Learning habits, regular and continuous learning activities; (4) Self-concept, a person's view of themselves, involving what is known and felt.

Self-concept or self-image refers to an individual's beliefs, feelings, evaluations, and judgments about themselves, including aspects related to their psychological, emotional, social, and academic dimensions. Various researchers such as Deaux, Dane, & Wrightsman (1993), Chaplin (2004), and Hurlock (1996) have discussed the concept of self-concept.

Hurlock (2013) proposed that there are two aspects of self-concept, namely: (1) Physical self-concept, which is usually related to physical appearance, attractiveness, body parts, and conformity or nonconformity with gender, as perceived by others; (2) Psychological self-concept, based on feelings, thoughts, and emotions, consisting of the quality of an individual's ability to adapt to life, and personal traits such as courage, honesty, and independence.

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There are two aspects of self-concept according to Hurlock (2013), namely; (1) Physical image, which is usually related to physical appearance, attractiveness, body parts, and conformity or nonconformity with one's gender in how they appear to 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 personal traits such as courage, honesty, and independence.

Family support refers to the presence of family members in providing instrumental, moral, informative, emotional, and evaluative support to other family members so that they can help and meet each other's needs (Featherstone, 2003; Setiadi, 2008; Dolan Canavan, Pinkerton, 2006).

There are four aspects of family support, namely: (1) Emotional Support, where family members show love, care, and attention to their children; (2) Appreciation Support, in the form of positive reinforcement, which provides motivation to move forward and increases children's self-confidence; (3) Concrete/Instrumental Support, in the form of providing necessary facilities, such as material needs, education, and communication; (4) Advice or Informative Support, in the form of warnings, suggestions, or input from family members who have relevant experiences. According to Bandura (1986), individuals who are given advice, guidance, and support are better able to improve their abilities and achieve their goals, thus encouraging them to show their best performance (Friedman, 2010; Dolan Canavan, Pinkerton, 2006). Aspects of family support according to Tucker & Rice (1986) include: (1) Expressive Support, where the family is present to fulfill the emotional needs and development of family members, such as teaching love and affection, religion (morality), and protection; (2) Instrumental Support, where the family is present to fulfill the primary and secondary needs of family members, such as clothing, food, shelter, and education. Factors that influence family support are divided into two parts: Internal Factors, which include developmental stage, education, emotions, and spirituality; External Factors, which include relationships within the family, social, economic, and cultural backgrounds (Setiadi, 2008)

Motivation can be defined as the drive that causes someone to want to do something that they may not have wanted to do otherwise, by attempting to eliminate any negative feelings associated with it (Amna, 2017). The same can be said for learning activities, where having a motivation to learn will help to overcome any barriers to learning that a student may face. Learning motivation can also encourage students to engage in various academic activities, which is important because cognitive processes are more likely to be utilized by students who are motivated, and motivation can be influenced by various factors (Filgona, J, Gwani, & Okoronka, 2020).

Self-concept is an individual's understanding of themselves that arises from their interactions with others (Widiarti, 2017). Self-concept is also related to how individuals see themselves, feel about themselves, and how they become the person they hope to be (Hidayati & Farid, 2016). According to Alli (2018), self-concept is divided into academic self-concept, which relates to achievement, and non-academic self-concept, which relates to social, emotional, and physical aspects.

Family support enables students to understand their obligations as students in pursuing education in school. Family support is one of the factors that affect student learning motivation, as evidenced by a study conducted on 80 students from SMP Negri 11 in Pasuruan city, which concluded that family support has a positive correlation with learning motivation (Prasetyo & Rahmasari, 2016). Self-concept has a significant influence on student educational success, as it can serve as an evaluation and goal for oneself. The importance of self-concept for student learning motivation is supported by a study conducted by Saragi, Iswari, and Mudjiran (2016) on 215 students from SMAN 8 in Padang, which showed that self-concept contributes to learning motivation with a correlation coefficient of 0.492, indicating that learning motivation is also determined by the student's own self-concept.

Based on the above description, the research problem can be formulated as follows: "Is there a relationship between self-concept and family support on students' learning motivation, particularly for students of SMP 1 Muhammadiyah Surakarta during distance learning in the COVID-19 pandemic?"; "Is there a relationship between self-concept and learning motivation?"; "Is there a relationship between family support and learning motivation?". The purpose of this research is to determine the relationship between self-concept and family support on students' learning motivation during distance learning in the COVID-19 pandemic, particularly for students of SMP 1 Muhammadiyah Surakarta. The benefits that can be obtained from this research consist of two things; 1. The practical benefit of this research can improve the learning motivation of students of SMP 1 Muhammadiyah Surakarta in facing 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 study the theme of learning motivation, self-concept, and family support. 2. The theoretical benefit of this research is expected to bring benefits to increase insight and knowledge about learning motivation, self-concept, and family support. The hypotheses of this research are: (1) there is a relationship between self-concept and family support with students' learning motivation; (2) there is a positive relationship between family support and students' learning motivation; (3) there is a positive relationship between self-concept and students' learning motivation.

Method

This study uses two independent variables, namely family support and self-concept, and one dependent variable, namely learning motivation. The research method used in this study is quantitative correlational research.
Learning motivation is the process of giving encouragement and direction to individuals to generate persistent behavior in student learning activities so that learning behavior becomes more directed, energetic, and sustainable, thereby achieving the goals of learning activities. Learning motivation can be measured using a Learning Motivation Scale based on the aspects of learning motivation according to Santrock (2014), which includes self-determination, interest, experience and operational flow, cognitive involvement and self-responsibility, reward, and punishment. The higher the score obtained, the higher the learning motivation of the students, and vice versa.

Self-concept is a set of beliefs, knowledge, and perceptions that an individual has about oneself. This can include psychological, social, and physical beliefs that can influence a person's behavior and decision-making. Self-concept can be measured using a Self-Concept Scale based on aspects of self-concept according to Hurlock (2013), which includes physical and psychological aspects. The higher the score obtained, the higher the self-concept of the individual, and vice versa.

This study employs two independent variables, namely family support and self-concept, and one dependent variable, which is learning motivation. The research method used in this study is quantitative correlational. The operational definition of the variables are as follows: Learning motivation is the process of giving encouragement and direction to individuals to create persistent behavior in student learning activities,

resulting in more focused, energetic, and sustained learning behavior, ultimately achieving learning goals. Learning motivation can be measured using the Learning Motivation Scale based on the aspects of learning motivation according to Santrock (2014), which consist of self-determination, interest, experience and operational flow, cognitive involvement and self-responsibility, reward, and punishment. The higher the score obtained, the higher the learning motivation of the student, and vice versa. Self-concept is a set of beliefs, knowledge, and perceptions that a person has about oneself. It can include psychological, social, and physical beliefs that can influence an individual's behavior and decision-making. Self-concept can be measured using the Self-Concept Scale based on the aspects of self-concept according to Hurlock (2013), which consist of physical and psychological aspects. The higher the score obtained, the higher the self-concept of the individual, and vice versa. Family support is the support given by the family in terms of emotional, instrumental, and informational presence and assistance as an effort to help and complement the needs of each family member. Family support can be measured using the Family Support Scale based on the aspects of family support according to Canavan & Pinkerton (2006), which consist of emotional support, appreciation support, concrete instrumental support, and informative support. The higher the score obtained, the higher the family support given to the individual, and vice versa.

The population of this study consists of all 7th and 8th grade students at SMP 1 Muhammadiyah Surakarta, which amounts to 249 students, comprising 102 students in 7th grade and 147 students in 8th grade. According to Arikunto (2010), if the total population is more than 100 individuals, a sample of 20%-25% or more can be taken. In this study, the researcher takes 40% of the total population, which results in a sample size of 100 students, comprising 44 students in 7th grade and 56 students in 8th grade. This study uses purposive sampling technique with the characteristics of respondents as follows: students who currently attend junior high school in 7th and 8th grade.

Family support is the support provided by family members in terms of presence and emotional, instrumental, and informational companionship as an effort to help and fulfill the needs of each family member. Family support can be measured using the Family Support Scale based on the aspects of family support proposed by Canavan and Pinkerton (2006), which include emotional support, appreciation support, instrumental concrete support, and informational support. The higher the score obtained, the higher the level of family support provided to the individual, and vice versa.

The population, sample, and sampling technique were determined based on the information obtained from SMP 1 Muhammadiyah Surakarta, which has a total of 249 students in grades 7 and 8, consisting of 102 students in grade 7 and 147 students in grade 8. According to Arikunto (2010), when the total population is more than 100 individuals, a sample of 20%-25% or more can be taken. In this study, the researcher took 40% of the total population of 249 students, resulting in a sample size of 100 students, consisting of 44 students in grade 7 and 56 students in grade 8. This study used purposive sampling technique, with the characteristics of the respondents being students of SMP 1 Muhammadiyah Surakarta who are currently in grades 7 and 8.

Table 1.
Subject Characteristics

Categorization		Quantity	Percentage
Father's job	Lecture	5	5%
	PNS	21	21%
	Laborer	15	15%
	Farmer	9	9%
	TNI	9	9%
	Polri	6	7%
	Employee	13	13%
	Self-employed	23	23%
Mother's job	Employee	12	12%
	Housewife	37	37%
	PNS	16	16%
	Lecture	3	3%
	Self-employed	14	14%
	Laborer	12	12%

	Farmer	6	6%
Father's Education	High School	21	21%
	Diploma	26	26%
	Bachelor	40	40%
	Master	13	13%
Mother's Education	High School	12	12%
	Diploma	25	30%
	Bachelor	22	17%
	Master	37	37%
	High School	4	4%

Method and Data Collection Tools

This study employed a quantitative method, and the data collection process was conducted using Google Forms distributed to each homeroom teacher of grade 7 and grade 8 at SMP Muhammadiyah 1 Surakarta. Students could access and fill in the Google Form through class groups on the Whatsapp application. The data collection was conducted from May 24 to May 30, 2022. The measurement tools used were the Family Support Scale, Self-Concept Scale, and Motivation to Learn Scale.

The Motivation to Learn Scale was developed by the researcher and consisted of 41 items, including 23 favorable items and 18 unfavorable items. The scale was based on the theory of learning motivation proposed by Santrock (2014), which includes aspects such as self-determination, interest, operational flow and experience, cognitive engagement and self-responsibility, rewards, and punishment.

Table 2.
Blueprint Learning Motivation Scale

No	Aspect	Indicator	Item		Quantity
			F	U	
1.	Self determination	Able to set goals	1,3,5	2,4	5
		Possess intrinsic motivation	6,8	7,9	4
2.	Interest	Understand one's own potential	10, 12	11, 13	4
		Master one's own potential	15,17	14, 16	4
3.	Possess relevant experiences and optimal flow.	Seek challenges	18, 2	29, 21	4
		Possess relevant skills	23, 25	22	
		Intense feelings of joy	24, 26	27, 29	4
4.	Cognitive engagement and self-responsibility	Efforts exerted	28, 30	31, 33	4
5.	Punishment	Risks incurred	35,37,39	32, 34	5
6.	Reward	Rewards received	40,41	36, 38	4
Total					**41**

The Self-Concept Scale is measured using a scale created by the researcher, consisting of 36 items that include 19 favorable and 17 unfavorable items. This scale is constructed based on the theory of self-concept aspects by Hurlock (2013), including psychological and physical aspects.

Table 3
Self-concept Scale Blueprint

No	Aspect	Indicator	Item		Quantity
			Favourable	Unfavourable	

1.	Aspek Fisik	Physical appearance	1,3	2,4	4
		Body parts	5,7	6,8	4
		Conformity with gender	9	10	2
		Individual's sense of prestige	11, 13	12, 14	4
2.	Aspek Psikologis	Adaptability to life	15,17,19	16,18,20	6
		Personal traits (bravery, honesty, independence).	21,23,25	22,24,26	6
		Self-confidence	27.29	28,30	4
		Self-esteem	31,33,35	32,34,36	6
Total					**36**

The Family Support Scale is measured using a scale created by the researcher, consisting of 35 items including 17 favorable and 18 unfavorable items. This scale is constructed based on the aspects of the self-concept from Dolan, Canavan, and Pinkerton (2006), including emotional support, esteem support, instrumental support, and informational support

Tabel 4
The Family Support Scale Blueprint

No	Aspek	Indikator	Item		Jumlah
			F	U	
1.	Emotional Support	Providing love and affection	1,3	2,4	4
		Providing care	5,7	6,8	4
		Providing attention	9,11	10,12	4
2.	Appreciation Support	Providing positive appreciation	13,15	14,16	4
		Providing assistance	17,19	18,20	4
3.	Concrete Support	Providing educational facilities	21,23	22,24	4
		Providing material needs	25,27	26,28	4
4.	Informational Support	Providing warning	29,31	30,32	4
		Providing advice or guidance	33,35	34,36	4
Total					**36**
Total					**36**

The rating scale for each statement is determined by dividing the responses into Very Inappropriate (VI), Inappropriate (I), Appropriate (A), and Very Appropriate (VA) and adding them according to the scoring rating. The scoring scale can be seen in the following table.

Tabel 5
Scale Scoring

Statement Alternatives	Skor	
	Favorable	*Unfavorable*
Appropriate	4	1

Appropriate	3	2
Not Compliant	2	3
Highly Incompatible	1	4

Instrument Validity and Reliability

Test the validity of the scale in this study, namely the Learning Motivation Scale, Self-Concept Scale, and Family Support Scale, is content validity. Validity testing was carried out by a Professional Expert Judgment who is a lecturer at the Faculty of Psychology, Muhammadiyah University of Surakarta, with a total of 3 lecturers. Each item on the three scales consists of 5 scores starting from a score of 1 to 5. After expert judgment, the researcher calculated from the results of the test using Aiken's V with a Microsoft Excel device. Procedure for testing if the value of V < 0.67 then it is declared as a failed item, if the value of V ≥ 0.67 then the item that meets these criteria is declared valid. The higher the validity number is close to 1,000, the more valid the measurement results will be (Syaifudin, 2012).

Tabel 6
Skala Motivasi Belajar setelah Uji Validitas

No	Aspect	Indicator	Item		Quantiy
			F	U	
1.	Self determination		1,3,5	2,4	5
			6,8	7,9	4
2.	Interest		10,12	11,13	4
			15,17	14,16	4
3.	Optimal experience and flow		18,20	29,21	4
			23,25	22	
			24,26	27,29	4
4.	Cognitive engagement and self-responsibility		28,30	31,33	4
5.	Punishment		35,37,39	32,34	5
6.	Reward		40,41	36,38	4
Total					**41**

The results showed that in the Learning Motivation Scale, 41 items were deemed valid out of a total of 41 items, as they have met the minimum value of 0.67. The scale consists of 23 favorable items and 18 unfavorable items.

Tabel 7
Self-Concept Scale after Validity Test

No	Aspek	Indikator	Item		Jumlah
			Favourable	Unfavourable	
1.	Physical Aspects	Physical appearance	1,3	2,4	4
		Body parts	5,7	6,8	4
		Suitability to gender	9	10	2
		Personal sense of pride	11, 13	12, 14	4
2.	Psychological Aspects	Ability to adapt to life	15,17,19	16,18,20	6
		Personal traits (such as bravery, honesty, independence)	21,23,25	22,24,26	6
		Self-confidence	27.29	28,30	4
		Self-worth	31,33,35	32,34,36	6

Total	**36**

Based on the Self-Concept Scale table above, all items meet the minimum value limit of 0.67. Overall, there are 36 valid items. The Self-Concept Scale consists of 19 favorable items and 17 unfavorable items.

Tabel 8
Family Support Scale after Validity Test

No	Aspect	Indicator	Item		Quantity
			F	U	
1.	Emotional Support	Giving love and affection	1,3	2,4	4
		Providing care	5,7	6,8	4
		Giving attention	9,11	10,12	4
2.	Appreciative Support	Providing positive appreciation	13,15	14,16	4
		Providing assistance	17,19	18,20	4
3.	Concrete Support	Providing educational facilities	23	22,24	3
		Providing material needs	25,27	26,28	4
4.	Informational Support	Giving warning	29,31	30,32	4
		Giving advice or counsel	33,35	34,36	4
Total					**35**

Based on the above table, all items on the Self-Concept Scale meet the minimum value limit of 0.67. Overall, there are 36 valid items in the Self-Concept Scale, consisting of 19 favorable and 17 unfavorable items.

To test the reliability of the three scales, the researcher needs 100 respondents. This is because at least 20 or more respondents are needed to obtain a distribution result that approaches normal values for reliability and validity testing, although there are no standard limits on the sample size for these tests (Sujarweni, 2014). The researcher conducted a reliability test using SPSS (Statistical Package for Social Science) version 16, using the Cronbach's Alpha method. An instrument can be considered reliable if it has a reliability coefficient of Concept Self (α) > 0.670 (Syaifudin, 2012). The results of the calculations using the Alpha Cronbach's formula show that the Learning Motivation Scale obtained a coefficient value (α) of 0.894, the Self-Concept Scale obtained a coefficient value (α) of 0.883, and the Family Support Scale obtained a coefficient value (α) of 0.920. All three calculation results indicate that the Learning Motivation Scale, Self-Concept Scale, and Family Support Scale are all reliable as they exceed the reliability coefficient (α) > 0.670.

The data analysis technique used in this study is multiple linear regression, used to determine the relationship between two independent variables, self-concept (X1) and family support (X2), with one dependent variable, learning motivation (Y). In conducting data analysis, the researcher used the statistical calculation program, SPSS version 16. Before conducting the multiple linear regression test, the assumptions of normality and linearity need to be tested. The instrument data can be considered normal if the Sig value > 0.05 on the One-Sample Kolmogrov-Smirnov Test table in the Asymp. Sig.1-tailed.

After verifying normality assumption, the next step is to test linearity. Data from the instrument can be considered linear if the value of Sig Linearity is < 0.05 or if the value of Sig Deviation from Linearity is > 0.05, as seen in the ANOVA table. If either of these conditions is met, it can be considered linear. After verifying the assumption, the next step is to proceed to the correlation test.

Result

The data analysis in this study employed multiple linear regression method after fulfilling the requirements of normality and linearity tests. Normality test was used to determine whether the data were normally distributed or not. Linearity test was used to determine whether the data were linearly distributed or not. Normality test used One Simple Kolomogrov-Smirnov, where if the asym Sig (1-tailed) > 0.05, it indicates that the data were normally distributed. The results of the normality test can be seen in the table below.

Table 9
Results of Normality Test

No.	Variable	N	Sig. (1-tailed)	Data Distribution
1.	Learning Motivation	100	0.200	Normal
2.	Self-Concept	100	0.200	Normal
3.	Family Support	100	0.200	Normal

Based on the table, it can be seen that in the Learning Motivation variable, the Sig. (1-tailed) p value is 0.200, which indicates that it is normally distributed because the Sig. (1-tailed) p value is > 0.05. In the Self-Concept variable, the Sig. (1-tailed) p value is 0.200, which also indicates that it is normally distributed because the Sig. (1-tailed) p value is > 0.05. In the Family Support variable, the Sig. (1-tailed) p value is 0.200, which indicates that it is normally distributed because of the Sig. p value is > 0.05. According to Kumaidi and Manfaat (2013), data can be said to approach normal distribution if the sample size of respondents (N) > 50, so it can be assumed that the data are normally distributed.

Linearity test was used to determine whether the relationship between variables is linear or not. The statistical model used to see linearity is Linearity or Deviation from Linearity. If the Sig. Linearity value is < 0.05, the data distribution is considered linear, or if the Deviation from Linearity value is > 0.05, the data distribution is considered linear. The results of the linearity test can be seen in the table below.

Table 10
Results of Normality Test

Test	Variable	Result	Explanation
Linearity	Relationship between Learning Motivation and Self-Concept	(F) = 234.690 dengan *linearity sig* 0.000	Linier
	Relationship between Family Support	(F) = 96. 306 dengan linearity sig 0.000	Linier

The results of the linearity assumption test in the ANOVA table in the linearity section of the learning motivation variable with self-concept variable obtained an F value of 234.690 with a linearity sig of 0.000 (p < 0.05), indicating a linear relationship. In the learning motivation variable with family support variable, the obtained F value is 96.306 with a linearity sig of 0.00 (p < 0.05), indicating a linear relationship.

After conducting the assumption test, the hypothesis test was carried out using the multiple linear regression analysis method. This hypothesis test is conducted to test the hypotheses designed by the researcher. The hypothesis can be said to be accepted if the Sig. value is less than 0.05, in this case, if the hypothesis is accepted, it means that there is a relationship between the variables.

Table 11
Multiple Linear Hypothesis Test Results

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

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

Looking at the ANOVA table in the Sig 1-Tailed section, 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 value of (F) = 134.999 with a Sig. $p < 0.01$.

The minor hypothesis can be said to be accepted if the Sig. (1-Tailed) value is less than 0.05. The results of the minor hypothesis test can be seen below.

Table 12
Minor Hypothesis Test Results

	Variable	Learning Motivation
Sig. (1-tailed)	Self-Concept	0.000
	Family Support	0.000

Based on the table, it can be seen that both minor hypotheses have a relationship, namely between the self-concept variable and the learning motivation variable, and between the family support variable and the learning motivation variable. The existence of a relationship is indicated by both minor hypotheses obtaining a Sig. (1-tailed) $p < 0.01$, indicating that both minor hypotheses have a very significant effect.
The positive or negative relationship in both hypotheses can be seen from the Correlations table in the Pearson Correlation section as follows:

Table 13
Positive or Negative Relationship

	Variable	Learning Motivation
Pearson Correlations	Self-Concept	0.847
	Family Support	0.652

Looking at the table above, if the sign is negative, it means that when variable X increases, variable Y decreases, so they have an opposite direction. If the sign is positive, it means that when variable X increases, variable Y also increases or they have the same direction. It is known from the table that both minor hypotheses have a positive effect. The positive relationship can be seen in the first minor hypothesis, which states that there is a positive relationship between self-concept and learning motivation score (r) = 0.847 ($r > 0$) and Sig. (1-tailed) $p < 0.01$, indicating a significant positive relationship between self-concept and learning motivation. In the second hypothesis, there is a positive relationship between family support and learning motivation with a score of (r) = 0.652 ($r > 0$) and Sig. (1-tailed) $p < 0.01$, indicating a significant positive relationship between family support and learning motivation.

The influence of the relationship between family support and self-efficacy with career decision-making can be seen from the table below:

Table 14
Effective Contribution of Independent Variables and Dependent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	. 858	. 736	. 730	8.489

The effective contribution is used to determine the extent of the relationship between self-concept and family support with career decision-making. From the coefficient R2 = 0.736, it can be said that the contribution of independent variables that affect the dependent variable in this study is 73.6%, with a breakdown of the effective contribution of the Self-concept Variable to the Career Decision-making Variable being 62.1% and the Family Support Variable to the Career Decision-making Variable being 11%. The remaining 26% is contributed by other variables.

Based on the analysis results, the data can be categorized into five categories, namely very high, high, moderate, low, and very low categories. In terms of the variable of learning motivation, it is known that the empirical mean result (RE) = 117.05 and the hypothetical mean result (RH) = 102.5, which means that students of 1 Surakarta junior high school have a learning motivation that falls into the high category.

Table 15
Learning Motivation Category

Interval Score	Kategorisasi	Average Hypothetical (RH)	Average empirical (RE)	Frequencyi (∑N)	Percentage (%)
41 ≤ X ≤ 65.6	Very Low			0	0%
65.6 < X ≤ 90.2	Low			6	6%
90.2 < X ≤ 114.8	Moderate	**102,5**		38	38%
114.8< X ≤ 139.4	High		**117,05**	48	48%
139.4 < X ≤164	Very High			8	8%
	Total			**100**	**100 %**

Based on the table, it can be seen that 6 or 6% of students have low learning motivation, 38 or 38% of students have moderate learning motivation, 48 or 48% of students have high learning motivation and there are 8 or 8% of students who have very high learning motivation.

It is known from the Self-Concept variable that the hypothetical mean (RH) = 90 and the empirical mean (RE) = 102.85, indicating that the self-concept of the students is categorized as high.

Table 16
Self-Concept Categorization

Interval Score	Categorisation	Hypothetical Average (RH)	Empirical Average (RE)	Frequency (∑N)	Percentage (%)
36 ≤ X ≤ 57.6	Very Low			0	0 %
56 < X ≤ 79.2	Low			4	4%
79.2 < X ≤ 100.8	Moderate	**90**		44	44%
100.8 < X ≤ 122.4	High		**102.85**	40	40%

122.4 < X ≤ 144	Very High	12	12 %
	Total	**100**	**100 %**

Based on the table, it can be seen that there are 4 or equivalent to 4% of students who have a low self-concept, 44 or equivalent to 44% of students who have a moderate self-concept, 40 or equivalent to 40% of students who have a high self-concept, and 12 or equivalent to 12% of students who have a very high self-concept.

On the Family Support variable, it is known that the hypothetical mean (RH) = 87.5 and the empirical mean (RE) = 111.12, which means that the family support received by students is included in the high category.

Table 17
Family Support Categorization

Interval Score	categorization	Hypothetical Average (HA)	Empirical Average (EA)	Frequency (∑N)	Percentage (%)
35 ≤ X ≤ 56	Very Low			1	1 %
68,4 < X ≤ 77	Low			2	2 %
98,8 < X ≤ 98	Moderate	**87.5**		19	19 %
129,2 < X ≤ 119	High		**111.12**	42	42%
159,6 < X ≤ 140	Very High			36	36 %
	Total			**100**	**100 %**

Based on the table, it can be seen that there is 1 or 1% of students who received very low family support, 2 or 2% of students who received low family support, 19 or 19% of students who received moderate family support, 42 or 42% of students who received high family support, and 36 or 36% of students who received very high family support.

Discussion

This study aimed to investigate the relationship between self-concept and family support with student learning motivation at 1 Muhammadiyah Surakarta junior high school. The results of multiple linear regression analysis showed that the major hypothesis was accepted, which could be seen from the value of (F) = 134.999 with Sig.p = 0.000 (p < 0.01), indicating a significant relationship between self-concept and family support with learning motivation. The analysis results indicate that self-concept and family support jointly influence learning motivation in junior high school students. In terms of the learning motivation variable, the empirical mean (RE) = 117.05 and the hypothetical mean (RH) = 102.5 were found, indicating that the learning motivation of SMP 1 Surakarta students is classified as high.

Table 18
Motivation Learning Category

Category	Grade	Male	Female	Amount	Total
Low	7	1	2	3	6 (6 %)
	8	2	1	3	
Moderate	7	5	12	17	38 (38 %)
	8	12	9	21	
High	7	6	15	21	48 (48 %)

	8	15	12	27	
Very High	7	3	2	5	8 (8 %)
	8	1	2	3	

Based on the results above, in the 7th grade, there were 3 students with low learning motivation, 17 students with moderate learning motivation, 21 students with high learning motivation, and 5 students with very high learning motivation. In the 8th grade, there were 3 students with moderate learning motivation, 21 students with moderate learning motivation, 27 students with high learning motivation, and 3 students with very high learning motivation. The results above indicate that the majority, which is 56%, of students at SMP 1 Muhammadiyah Surakarta have good learning motivation, 38% of students fall into the moderate category, and the remaining 6% still do not have good learning motivation.

The results of this study indicate that the first minor hypothesis, which is a positive relationship between self-concept and learning motivation, is supported by the correlation coefficient value (r) of 0.847 and Sig. (1-tailed) p <0.01. This result indicates a highly significant positive relationship between self-concept and learning motivation. Other studies have also shown that self-concept is positively related to students' learning motivation. The more positive self-concept a student has, the higher their learning motivation will be (Nursanti & Sugiarti, 2022).

The second minor hypothesis states that there is a positive relationship between family support and learning motivation, as seen from the correlation coefficient value (r) = 0.652 and Sig. (1-tailed) p < 0.01. These results indicate a highly significant positive relationship between family support and learning motivation. Other studies also demonstrate a positive relationship between family support and learning motivation (Nuraini, Mubina, & Sadijah, 2022).

This positive relationship is not separate from the role of parents in accompanying students during distance learning, where parents act as motivators, facilitators, directors, and even teachers at home for students (Ntelok, Nantung, & Tapung, 2021). This is supported by subject characteristic data related to the occupation of students' parents, where it is known that out of 100 male subjects' fathers, 64% had to work from home during the pandemic, including 23 entrepreneurs, 21 civil servants, 15 laborers, and 13 employees, and 5 were lecturers. As for the 36% with other jobs, these could not be done from home, such as 9 farmers, 9 TNI, and 6 police officers. Meanwhile, out of 100 female subjects' mothers, 94% had to work from home during the pandemic, including 37 housewives, 12 employees, 16 civil servants, 3 lecturers, 14 entrepreneurs, and 12 laborers, while 6% had jobs that could not be done from home, such as 6 farmers. Based on this data, it is known that the most common profession is housewives, who are considered to be more focused on educating and nurturing their children, especially in fostering their spirit and learning motivation. This is influenced by the availability of time given to accompany their children's learning. However, other studies have stated that the learning motivation of children is higher when their mothers work compared to those whose mothers are housewives (Devi, Suniasih, & Abadi, 2020).

The results of the data analysis are categorized into 5 categories, namely very low, low, moderate, high, and very high. The three variables are classified as high with the following details:

Table 19
Variable Category

Variable	Empirical Average	Category	Male	Female	Total
Motivation to learn	117.05	high	21 (21%)	27 (27%)	48 (48%)
Self Concept	102.85	high	18 (17.6%)	22 (22%)	40 (39.6%)
family support	111.12	high	18 (18%)	24(24%)	42 (42 %)

The variable of learning motivation was found to have an empirical mean (EM) of 117.05 and a hypothetical mean (HM) of 87, indicating that the learning motivation of 7th and 8th grade junior high school students is in the high category. The table above shows that female students dominate the high category in the career decision-making variable (27% > 21%). Looking at the table above, the number of students with high learning motivation are females. Other studies that are consistent with the data above show that there are differences in learning motivation between male and female students, where female students achieve higher results than male students (Akmalia, 2021).

Based on the Variable Self-Concept, the obtained results of the hypothetical mean (RH) = 114 and the empirical mean (RE) = 149.34 indicate that the self-concept possessed by 7th and 8th-grade junior high school students falls into the high category. The table above shows that females dominate the high category in the self-concept variable (22%>17.6%). This indicates that there is a difference in self-concept between males and females, which is viewed from physical and psychological aspects. This differs from previous research that showed no difference in self-concept between males and females, and concluded that gender does not affect individual self-concept (Andriasari, 2015).

Based on the data, it is known that the mean empirical (RE) of family support variable is 159.29 and the hypothetical mean (RH) is 126, indicating that the family support received by 7th and 8th grade junior high school students is classified as high. The table above shows that females dominate the high category in the family support variable, with a percentage of 24% compared to 18% for males. This indicates that female students receive greater family support than male students. Females receive greater support due to their closer proximity to their families compared to males, which affects the level of support from their families (Mangestuti, 2017).

The effective contribution of self-concept and family support to learning motivation is R Square = 0.736, which means that self-concept and family support as variables that influence learning motivation as the dependent variable are 73.6%, with a detailed effective contribution of the self-concept variable to learning motivation by 62.1% and the effective contribution of family support variable by 11%, while 26% is determined by other factors.

Based on the data, it can be observed that the highest level of education achieved by the parents of the students is mostly at the bachelor level. This indicates that the level of education of parents can have an influence on the low or high level of student motivation. This is consistent with other studies that suggest that the level of parental education has an impact on student motivation (Karunia, Simamora, & Adam, 2019). Another factor that affects student motivation is the level of parental education. The subject characteristics data obtained in this study shows that the highest level of education attained by fathers is at the bachelor level with 40 individuals, followed by the associate's level with 26 individuals, high school level with 21 individuals, and the master level with 13 individuals. Meanwhile, the highest level of education attained by mothers is at the bachelor level with 30 individuals, followed by the senior high school level with 28 individuals, the diploma level with 25 individuals, the junior high school level with 12 individuals, and the master level with 5 individuals.

Based on the data, it can be seen that the last education level of the students' parents is classified as high, both for the father and mother. This can be seen from the majority of parents having a Bachelor's degree. Therefore, the parents' education level can influence the low and high levels of student learning motivation, which is consistent with other studies that state that the parents' education level affects student learning motivation (Karunia, Simamora, & Adam, 2019).

Conclusion

The conclusion of this study is that there is a significant relationship between self-concept and family support towards learning motivation. The results of the analysis indicate that self-concept and family support together influence learning motivation in middle school students. Another result shows a highly significant positive relationship between self-concept and learning motivation. The higher the self-concept, the higher the learning motivation of students, and vice versa. Another finding indicates a highly significant positive relationship between family support and learning motivation. The higher the level of family support, the higher the level of student learning motivation, and vice versa.

One of the recommendations in this study includes: (1) For students, it is expected to maintain their learning motivation by helping each other if there are friends who still have difficulties in understanding the material or school assignments. This can be seen from the results where 38% of students at Muhammadiyah 1 Surakarta junior high school were categorized as having moderate levels of learning motivation and 6% still lacked good learning motivation. (2) For parents, it is hoped that they can maintain the support given to their children in facing online learning during the pandemic. (3) For further researchers, it is expected that this study can be used as a reference to further expand data related to factors that influence students' learning motivation.

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