The Effect of Social Support and Interest in Online Learning on Student Achievement Motivation

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ARTICLE INFO

ABSTRACT

Changes in the order of learning, which are all face-to-face to online, certainly have many consequences, one of which is the aspect of achievement motivation. This study determines how social support and interest in online learning influence student achievement motivation. This study uses a quantitative approach by distributing online questionnaires. The population of this study is 2200 students using the slovin formula (5%), so the sample in this study is 338 students. Data analysis techniques include multiple linear regression with t-test and F-test as hypothesis testing. The calculation results of the data obtained by the multiple linear regression equation are $Y = 41.561 + 0.471 - 0.189$, with a large influence on social support and online learning interest with the student achievement motivation variable, namely 53.6%. The results of the hypothesis test obtained are tcount for social support variable $10,600 > $ ttable $(1,967)$, count for online learning interest variable $5,161 > $ ttable $(1,967$. Simultaneously, Fount $194,868 > $ Ftable 3.02. Based on these results, it is stated that the variables of social support and interest are online learning has a positive and significant effect on students' achievement motivation variables.

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1. INTRODUCTION

The Covid-19 pandemic has lots of impacts on life, especially in education. Various policies have emerged to stop the spread of the virus, one of which is distance restrictions. That has resulted in the closure of the world's large-scale schools and the shift from face-to-face learning to online learning. There are various impacts of changes in learning models, one of which is a decrease in learning motivation and student achievement. Study Argaheni (2020) revealed a reduction in student achievement due to confusion in learning, the accumulation of concepts that must be understood, and students being more passive. This finding is in line with the report from Save the Children, and there is

a 40% decrease in learning motivation. The decrease in motivation is 70% influenced by piling tasks, lack of interaction with lecturers, and learning methods that are less fun.

According to Nicholl (2014), Achievement motivation is the desire to acquire or demonstrate superior talent. Henry Alexander Murray also coined the term "achievement motivation", which he defined as "the activator to attain the peak level of learning achievement for the sake of self-expectation" (Sugiyanto, 2020). Furthermore, according to Hawaii, success motivation is the activator in students to get the peak level of achievement as determined by the students themselves. (Hawadi in Riza & Masykur, 2015). The sincerity or encouragement to achieve better than what has been created or done before, or what others have made or achieved, thus achievement motivation (Fatchurrohman, 2017).

Based on the description above, Achievement Motivation is a activator that appears in students as a reaction to someone or something that motivates them to develop their abilities to achieve the highest academic and non-academic achievements. Here are some examples of achievement motivation indicators; (1). Option (2). Perseverance (3) Effort (Purwanto, 2014). In this achievement motivation, there are several influencing factors, including; 1) Intrinsic motivation: a) interests, b) ideals, 2) Extrinsic motivation: leadership, wages, environment (facilities and infrastructure, academic advisors, work climate), and others (Damanik, 2020).

Based on the description above, social support is defined as comfort, attention, assistance, and encouragement to meet one's physical, psychological, and social needs. Social support from family and friends can help them meet their biological, psychological, and social needs, realize their full potential, and achieve academic and non-academic activities, such as achieving learning goals.

One of the elements that influence achievement motivation is social support. The individuals we are closest to, such as family, relatives, and friends, are usually sources of social support. Social support, according to Amseke, is a form of support or assistance in the form of comfort, care, appreciation, advice and valuable information that show up from people who have intimate social relationships with individuals who take in assistance (F. Amseke, 2018). Suppose it is associated with the social support of teachers and peers. In that case, the social support in question is a comfort, attention, appreciation or assistance provided by teachers and peers in the learning process to achieve optimal achievement or be able to achieve success. (Oktasari, 2017). A lecturer's social support is essential because it has a relationship with several important outcomes, including academic achievement, academic motivation, academic effort, and academic achievement (Anandari, 2013).

According to Damanik (2020), interest in learning is one of the motivational factors for student achievement. Interest in learning is the feeling of liking people to carry out an activity obtained from the interaction results. It raises the spirit to do the best, especially in the learning process (Ardiansyah, 2022). Next, according to Nurhasanah & Sobandi (2016), interest in learning is the tendency of one's heart and soul to a particular object that is considered essential and has benefits so that it is done with pleasure affects changes in knowledge, skills and behaviour. Interest in learning is a characteristic of a person's ability, in the form of unique strengths that exist within a person, whose tendencies or desires are very high or very fond of learning, which is manifested in the form of liking, concentration of attention, and activeness in learning activities. (Korompot, Rahim, & Pakaya, 2020).

So interest in learning is a tendency that comes from within to concentrate and focus on the material taught by the lecturer. Interest does not appear by itself, but many factors can influence interest in learning. Several factors can affect student interest in learning: motives, attention, lesson materials, and teacher attitudes. (Rusmiati, 2017). In online learning, interest in learning is influenced by: the internet network, media and learning resources, communication between students and lecturers, and; the environment (Febrianti, Nursafwa, Bustanul, Hayati, & Zailani, 2021).

Previous study tested to elaborate the things that can affect achievement motivation in students. Health students at Rahani Husada have a high achievement motivation of 47.54 per cent (Febriana, 2017). Due to the influence of the applied chemistry learning approach, high student motivation tends to arouse students' interest in studying harder and achieving good grades (Febriana, 2017). According to research (Haryani & Tairas, 2014), extrinsic and intrinsic factors affect achievement motivation. The first

factors that influence achievement motivation are external factors, such as family, university, and other successful people, and suggestions from friends and lecturers. Then there is an inherent component to them: their desire to succeed. Lectures organized by lecturers help students master and identify the essentials of learning activities and learning outcomes achieved if they have meaningful learning experiences. That increases their self-efficacy, and they are encouraged to apply goal setting in their studies—improving teaching materials and student motivation to achieve success (Purwanto, 2014).

Based on the previous research above, the renewal of this research lies in the variables of social support and learning interest in students' online learning. This research aims to find out: 1) How is the influence of social support on achievement motivation, 2) How is the influence of online learning interest on achievement motivation; 3) How is the influence of social support and interest in online learning on achievement motivation.

2. METHODS

This study apply a quantitative approach with a survey method. The research was carried out at As-Syafi'iyah Islamic University with an active student population of 2200 students for the 2020/2021 academic year. Sampling was carried out adopting the Slovin formula under an error rate of 5% after as many as 338 students. The data collection technique was done by distributing questionnaires via a google form. The data analysis technique used is multiple linear regression, with hypothesis testing carried out, namely t-test and F-test. Before conducting the analysis, the research data through pre-analysis included normality, linearity, multicollinearity, and heteroscedasticity tests. Statistical calculations in this study were carried out using SPSS version 25.

3. FINDINGS AND DISCUSSION

Analysis of Prerequisite Test

1) Normality Test

Table 1. Kolmogorov-Smirnov Test

		Unstandardized Residual
N		341
Normal Parameters	Mean	0,0000000
	Std. Deviation	11.37438233
Most Extreme Differences	Absolute	0.044
	Positive	0.044
	Negative	-0.040
Test Statistic		0.044
Asymp. Sig. (2-tailed)		0.200

Calculation of normality using kolmogorov-smirnov. The calculation results obtained sig. count $0.200 > 0.05$, so that the research data is concluded to be normal.

2) Linearity Test

Table 2. Linearity Test of Social Support on Achievement Motivation

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	60201.588	79	762.045	5.764	0.000
	Linearity	47254.040	1	47254.040	357.408	0.000
	Deviation from	12947.547	78	165.994	1.256	0.096

Linearity					
Within Groups		34507.591	261	132.213	
Total		94709.179	340		

The linearity test in this research uses a test of linearity. As for the results of the table, the social support variable with achievement motivation has a linear relationship. Marked with result sig. count 0.096 > 0.05.

Table 3. Interest in Online Learning Linearity Test on Achievement Motivation

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	53919.713	90	599.108	3.672	0.000
	Linearity	36098.960	1	360908.960	221.252	0.000
	Deviation from Linearity	17820.753	89	200.233	1.227	0.112
Within Groups		40789.466	250	163.158		
Total		94709.179	340			

In accordance with the results of the table, it is concluded that the online learning interest variable with achievement motivation has a linear relationship. Marked with result sig. count 0.112 >0.05.

3) Multicollinearity Test

Table 4. Multicollinearity Test

	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Tolerance	Statistics VIF
(Constant)	41.561	3.608		11.520	0.000		
Social Support	0.471	0.044	0.532	10.600	0.000	0.546	1.832
Interest in Online Learning	0.189	0.037	0.259	5.161	0.000	0.546	1.832

Multicollinearity testing was carried out with tolerance values and VIF. Based on the calculation results, the tolerance value is 0.546 > 0.10, while the VIF value is 1.832 > 10.00. So it is stated that the regression model does not occur multicollinearity.

4) Heteroscedasticity Test

Table 5. Heteroscedasticity Test

	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	9.027	2.016		4.479	0.000
Social Support	-0.011	0.025	-0.033	-0.446	0.656
Interest in Online Learning	0.016	0.020	0.058	0.794	0.428

Heteroscedasticity test using the glejser test. Calculation of social support variables 0.656 > 0.05. As for the calculation of the variable interest in online learning 0.428 > 0.05. So it can be concluded that the regression model does not occur heteroscedasticity.

Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Analysis

Variable	Regression Coefficient
Constant	41.561
Social Support (X1)	0.471
Interest in Online Learning (X2)	0.189

The regression equation model in this study is Y = 41,561 + 0.471 – 0.189, based on the findings collected. The coefficient of determination value is also produced from this equation, which is Y = 41,561 + 0.471 – 0.189 :

Table 7. Coefficient of Determination Value

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.732	0.536	0.533	11.408

Based on the findings obtained, the coefficient of determination is 0.536 or.53.6 percent. It indicates that the variables of social support (X1) and interest in online learning (X2) combined contribute 53.6 percent to the achievement motivation variable (Y). Meanwhile, 46.4 percent were impacted by factors that were not investigated. These findings follow research conducted by F. V. Amseke et al. (2021), where the magnitude of the effect of social support on achievement motivation is 23.4%. Further through research Putri & Rifai (2019) revealed the influence of interest in learning on student motivation of 58.6%.

Hypothesis testing

1) T-test

Table 8. T-test

Variable	T count	Sig.
Social Support (X1)	10.600	0.000
Interest in Online Learning (X2)	5.161	0.000

Based on the table above, the calculation of the social support variable is obtained, count 10,600 > table (1,967). These outcomes reveal that the social support variable partially has a positive and significant effect on achievement motivation. The research findings above align with Dianto et al. (2015). This research found that social support contributed to achievement motivation at SMP Negeri Batang Kapas Pesisir Selatan Regency in learning about social support. The contribution level of social support was 20.2% to achievement motivation. Another study (Suraida, 2021) suggests that peer social support significantly influences achievement motivation. That can be seen from the significance level, which is less than 0.05, which is 0.000. Peer social support can affect deaf students in high school inclusion equivalents by 85.2% (R= 0.852).

Furthermore, the variable interest in online learning was obtained tcount 5.161 > ttable (1.967), with a significance value of 0.000 < 0.05. These outcomes represent that the online learning interest variable partially has a positive and significant effect on achievement motivation. This finding is

under the research results obtained by Putri & Rifai (2019) show the results of the arithmetic significance of 0.000 <0.05, and the calculated F value obtained is 39.615, where the variable of interest in learning has a positive and significant effect on student motivation. Further supported by opinion, Kartono (2017) stated that high interest in learning activities would increase motivation for achievement.

2) F-test

Table 9. **F-test**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12970.695	2	6485.348	54.455	0.000
Residual	16554.269	139	119.095		
Total	29524.965	141			

The table above shows that both social support and online learning contribute to accomplishment motivation (together). That is showed by Sig. count of 0.000 > 0.05, and the F-value is 194,868 > Ftable 3.02. These findings suggest that social support and online learning motivate students to attain their goals. Social support has a positive influence on individuals in living their lives. Such as increasing feelings of optimism in facing the future, increasing psychological well-being and health, and reducing negative influences (F. V. Amseke et al., 2021). Furthermore, these results are supported by an explanation of interests that arise from within themselves, which influence the learning process so that students become more active and enthusiastic during learning activities (Santoso, 2013)

4. CONCLUSION

Based on the analysis and discussion, it was found that partially and simultaneously, the variables of social support and interest in online learning had a positive and significant effect on student achievement motivation. This is indicated by the results of tcount 10,600 (X1), 5,161 (X2) > table 1,967, further supported by the results of Fount 194,868 > Ftable 3.02. The variables of social support and interest in online learning affect 53.6% of increasing student achievement motivation. Many factors influence achievement motivation; further researchers can improve this research by adding new variables or changing research methods to enrich research results.

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