



The effect of self-concept and social support on the learning motivation of social orphanage adolescents

Luqman Shah

Faculty of Psychology, State Islamic University (Uin) Syarif Hidayatullah Jakarta, Indonesia

ARTICLE INFO

Keywords:

Influence;
Motivation to learn;
Self concept;
Social Support.

Article history:

Received October 20, 2023;
Revised November 25, 2023;
Accepted December 26, 2023;
Online January 01, 2023.

ABSTRACT

Poverty is the background for some of the children in social institutions, making the children want to get improvements in life, the desire to get a decent life later by obtaining knowledge and formal education which makes them have high academic abilities to become capital to get a job and life worthy. The aspirations and desire to become successful and successful people motivate children to improve their current lives by participating in education and training programs held at the orphanage so they can get what they aspire to. Many factors influence learning motivation, one of which is self-concept and social support from parents, peers and the people around them. Self-concept is related to evaluation and self-assessment. While social support is support from other people who are loved and cared for, valued and valued and part of a communication network that complements each other. The purpose of this study was to examine the effect of self-concept and social support on learning motivation. This study uses a quantitative approach and uses multiple regression analysis where researchers want to see the contribution of each independent variable with a sample of 90 adolescents. The research instrument is a scale of self-concept which is divided into four based on dimensions, namely subjective self, body image, ideal self and social self then the scale of social support is divided into five based on the type of support, namely emotional support, appreciation support, instrumental support, informative support and network support. Based on the results of hypothesis testing using regression analysis, the conclusions that can be drawn in this study are: For the null major hypothesis test (H_0) it is rejected, because "There is a Significant Influence Between Self-Concept and Social Support on the Learning Motivation of Social Institution Adolescents". Furthermore, for the proportion of variance that can be explained by the Independent Variable (IV) from self-concept (subjective self, body image, ideal).

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Luqman Shah,

faculty of Psychology,

State Islamic University (Uin) Syarif Hidayatullah Jakarta, Indonesia,

Jl. Ir H. Juanda No.95, Ciputat, South Tangerang City, Banten 15412, Indonesia.

Email: luqmansyaha88@gmail.com

Introduction

Social institutions as centers of service and rehabilitation for delinquent children and their existence against the law are expected to become a means of residence for adolescents in their development process and can provide knowledge and shape changes in behavior and attitudes in adolescents in a better direction. Because many teenagers are on the side of the road, even committing crimes that can

harm them. Their youth should be used as a time to study and obtain a proper education and be protected by a platform that guarantees their education and daily life. As explained in the 1945 Constitution of the Republic of Indonesia article 28B paragraph 2, that every child has the right to survival, growth and development and is entitled to protection from violence and discrimination. Likewise with article 34 paragraph 1, namely the poor and neglected children are cared for by the state. This is where the importance of the existence of social institutions that handle the existence of these children.

Poverty is the background for some of the children in social institutions, making the children want to get improvements in life, the desire to get a decent life later by obtaining knowledge and formal education which makes them have high academic abilities to become capital to get a job and life worthy. The aspirations and desire to become successful and successful people motivate children to improve their current lives by participating in education and training programs held at the orphanage so they can get what they aspire to.

Then, in this case the researcher assumes that the motivation-forming environment that acts as a driving force in learning activities to achieve academic achievements is different from that of adolescents in general who are in a home environment with families who are still economically capable of financing school. In this case also the source of support that the child gets is different because the presence of their family in the social institution has been replaced by foster parents who act as the person who takes care of them in the social institution. As well as a different environment from adolescents in general which is the difference in the formation of attitudes and behavior regarding the child's view of himself. So this is what makes researchers interested in researching the motivation of adolescents who are in social institutions.

In addition, motivation to learn becomes an important part of adolescents. Because motivation is a process that gives enthusiasm, direction, and persistence of behavior. That is, motivated behavior is behavior that is full of energy, directed and long lasting. Mc. Donald (in Djamarah, 2002) says motivation is energy change within the person characterized by affective arousal and anticipatory goal reactions. Motivation can be defined as anything that drives behavior that demands or encourages someone to fulfill a need. Motivation is a change in energy within a person which is characterized by the emergence of affective (feelings) and reactions to achieve goals and the desire to succeed in academics

The results of research on motivated behavior are that research on motivation has examined the level of student activity or student involvement in doing assignments. It has been assumed that students are motivated when they put all their resources and effort into doing their assignments, from bedtime to situations where children are more actively involved in learning. Behavioral indicators in this involvement also include recording learning outcomes that are considered important, asking good questions in class, feeling capable and daring to take risks in class by issuing their ideas and opinions, gathering after class is over for discussion explaining in more detail about ideas that has been given in class, discussing ideas from lessons with classmates outside of class hours,

In general, social support according to Sarafino (2002) is defined as a variety of material and emotional assistance that individuals receive from other people and attention, feelings of comfort and assistance that can be obtained from other people or groups, giving rise to feelings that we have meaning for other people or groups. become part of their social network. Then the types of social support according to Sarafino (2002), namely, emotional support, appreciation support, instrumental support, informative support, network support. In this case it is like an external motivator or people around teenagers who generate motivation.

Wentzel (1998) also said that, there is a mutually supportive relationship from parents, teachers, and peers which is closely related to several aspects of motivation in school. Among them, receiving support from parents is a form of support related to academic orientation goals. A significant relationship is also seen in receiving support from peers in displaying prosocial forms of behavior that

remind us of the positive role of adolescents in playing with classmates and social adjustment at school. Meece (in Pintrich & Schunk, 2002) describes parents who develop a warm, responsive and supportive environment in which they live, encourage exploration, stimulate curiosity,

Method

In this study used a quantitative approach. This approach is used because the research data is in the form of numbers and the analysis uses statistics. According to Sugiyono (2010) quantitative research as the name implies, research data in the form of numbers and analysis using statistics. This type of research is non-experimental regression because researchers want to see the effect of IV on DV. The population according to Sugiyono (2010) is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions are drawn. The sample according to Sugiyono (2010) is part of the number and characteristics possessed by the population. If the population is large, it is impossible for researchers to study everything in the population. In this study, researchers tried to take samples from adolescents living in the Marsudi Putra Handayani Social Institution in the Bambu Apus area, East Jakarta. Sampling in this study using probability sampling method. According to Sugiyono (2010) probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample, and uses a cluster sampling technique, namely a sampling technique for adolescents who are in one area, namely at the Marsudi Social Institution. Handayani's son. The data collection method used is a questionnaire. According to Sugiyono (2010) a questionnaire is data collection that is done by giving a set of questions or written statements to respondents to answer. Data processing method is a method used to analyze research data in order to test the truth of the hypothesis. The data analysis used in this study is multi-regression, to determine the magnitude and direction of the relationship between variables X1 (self-concept) and X2 (social support) and Y (learning motivation). Multi-regression analysis is a method for studying the consequences and magnitude of the effects of more than one independent variable on one dependent variable, using the principles of correlation and regression. The analysis in this study uses SPSS Version 17.0. to determine the magnitude and direction of the relationship between variables X1 (self-concept) and X2 (social support) with Y (learning motivation). Multi-regression analysis is a method for studying the consequences and magnitude of the effects of more than one independent variable on one dependent variable, using the principles of correlation and regression. The analysis in this study uses SPSS Version 17.0. to determine the magnitude and direction of the relationship between variables X1 (self-concept) and X2 (social support) with Y (learning motivation). Multi-regression analysis is a method for studying the consequences and magnitude of the effects of more than one independent variable on one dependent variable, using the principles of correlation and regression. The analysis in this study uses SPSS Version 17.0.

Results and Discussions

This research was conducted at the Marsudi Putra Handayani Social Institution, Bambu Apus, East Jakarta. The orphanage is under the auspices of the East Jakarta Regional Department of Social Services. Overall the number of subjects taken in this study were 90 teenagers. These teenagers are teenagers who live and receive guidance in these social institutions.

Uno (2008) explains learning motivation as internal and external encouragement to students who are learning to make changes in behavior, generally with several supporting indicators or elements. This has a big role in one's success in learning. Indicators of learning motivation can be classified as follows: 1. the desire and desire to succeed; 2. there is a need and encouragement in learning; 3. there are hopes and aspirations for the future; 4. there is appreciation in learning; 5. there are interesting activities in learning; 6. the existence of a conducive learning environment, so as to enable a student to study well.

Uno (2008) explains motivation as the basic impetus that moves a person to behave. This urge is in a person who moves to do something that is in accordance with his inner urge. Motivation is a force, both from within and from outside that encourages a person to achieve certain predetermined goals. Or in other words, motivation can be interpreted as a mental encouragement to individuals or people as members of society. Uno (2008) explains motivation and learning are two things that influence each other. Learning is a process of changing behavior that is relatively permanent and potentially occurs as a result of practice or reinforcement (reinforced practice) based on the goal of achieving certain goals. Learning motivation can arise due to intrinsic factors, in the form of the desire and desire to succeed and the encouragement of learning needs, hopes for ideals. While the extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities.

The following table shows the mean score and standard deviation of each research variable. The mean score is the score that is generally used to measure the midpoint. The mean is generated from the sum of the scores and dividing the number by the number of individuals (Gravetter and Forzano, 2009). Then, the standard deviation is the score used as a measure of variability. The standard deviation uses the mean of the distribution as a starting point and measures variability by measuring the distance between the score and the mean (Gravetter and Forzano, 2009). These scores are then used to determine the categorization of each variable.

Table 1 Statistical Description of Research Variables

	Means	std. Deviation	N
motivation to learn	41.8556	4.92770	90
self concept	76.6889	7.45570	90
social_support	83.5333	8.30892	90

From table 1, it is known that the mean learning motivation variable is 41.8556 and the standard deviation is 4.492770, the self-concept variable has a mean score of 76.6889 and a standard deviation of 7.45570, while the social support variable has a mean score of 83.5333 and a standard deviation of 8.30892.

In this study, researchers tested the research hypothesis with multiple regression analysis techniques using SPSS 17.0 software. This regression test was conducted to answer the research hypothesis that was proposed in Chapter II. At this stage the researcher tested the research hypothesis to find out how much or what percentage of the dependent variable (DV) variance was explained by the independent variable (IV). Therefore the researcher wants to find out more about whether the overall IV has a significant effect on DV, by looking at whether or not the regression coefficient of each IV is significant. The first step the researcher analyzed the impact of all independent variables from self-concept and social support on learning motivation as the dependent variable.

To answer the minor hypothesis in this study, a proportion test was carried out, which was to find the proportion of the variance of each independent variable in the study. The significance value in the Sig column. F Change was then compared with the 0.05 (5% significance level) which had been determined previously. If the significance value is <0.05 , then the variable can be said to be significant. The magnitude of the proportion of variance on learning motivation. If you look at the column to Sig. it can be seen that ($p < 0.05$), then the major null hypothesis (H_0) namely "There is no significant effect of self-concept and social support on learning motivation of adolescents in social institutions", is rejected. This means that self-concept and social support significantly influence learning motivation.

The R Square Change value is 0.464. That is, the proportion of the variance of the dependent variable (learning motivation) which can be explained by the independent variables of self-concept (subjective self, body image, ideal self, social self) and social support (emotional support, esteem support, support instrumental, informative support, network support) in this study amounted to 46.4%, while the remaining 53.6% was influenced by other variables outside this study. The next test is the regression coefficient (B), to find out how much impact each independent variable has. Meanwhile,

to find out the significance of each variable seen from the Sig. column, if the significance value is <0.05 then the variable is significant.

The resulting regression coefficient turns out to be only 3 IV which statistically has a significant effect on learning motivation, namely 1 variable from the dimension of self-concept, namely subjective self with a significance value (0.000) and 2 from social support, namely emotional support (0.016) and informative support (0.028). value ($p < 0.05$). To answer the minor hypothesis in this study, a proportion test was carried out, which was to find the proportion of the variance of each independent variable in the study. The significance value in the Sig column. F Change was then compared with the 0.05 (5% significance level) which had been determined previously. If the significance value is <0.05 , then the variable can be said to be significant.

The independent variables that have a significant influence on learning motivation are subjective self with a significance value of 0.000, then the award support variable with a significance value of 0.016 and informative support variable with a significance value of 0.016. While the other 6 independent variables, namely: body image, ideal self, social self, emotional support, instrumental support, and network support are not significant. Thus, of the 9 minor hypotheses in this study, there are 3 minor hypotheses that are rejected, namely, H01 (There is no significant effect of subjective self on the learning motivation of social institution adolescents). H06 (no significant effect of appreciation support on the learning motivation of social orphanage youth) and H08 (no significant effect of informative support on social orphanage adolescents' learning motivation). The explanation of the R square change value of each IV is as follows:

The subjective self variable contributes or influences 34.7% to learning motivation and is statistically significant. Significance value (0.000). So, the higher a person's subjective self, the higher his learning motivation. So for the minor hypothesis test results, it is rejected, because the result is significant. The body image variable contributes or influences 0% to learning motivation and is not statistically significant. Significance value (0.999). So, body image does not have an influence on children's learning motivation. So for the minor hypothesis test results, it is accepted, because these results are not significant. The ideal self variable contributes or influences 3% to learning motivation and is not statistically significant. Significance value (0.524). So, The higher one's ideal self, the higher the motivation to learn. So for the minor hypothesis test results, it is accepted, because these results are not significant. The social self variable contributes or influences 1.3% to learning motivation and is not statistically significant. Significance value (0.185). So, the higher a person's social self, the higher his learning motivation.

So for the minor hypothesis test results, it is accepted, because these results are not significant. The emotional support variable contributes or influences 0.4% to learning motivation and is not statistically significant. Significance value (0.450). So, the higher a person's emotional support, the higher the motivation to learn. So for the minor hypothesis test results, it is accepted, because these results are not significant. The reward support variable contributes or influences 4.3% to learning motivation and is statistically significant. Significance value (0.016). So, the higher the support of a person's appreciation, the higher the motivation to learn. So for the minor hypothesis test results, it is rejected, because the result is significant.

Significance value (0.290). So, the higher a person's instrumental support, the higher his learning motivation. So for the minor hypothesis test results, it is accepted, because these results are not significant. The informative support variable contributes or influences 4% to learning motivation and is statistically significant. Significance value (0.016). So, the higher a person's informative support, the higher the motivation to learn. So for the minor hypothesis test results, it is rejected, because the result is significant. The network support variable contributes or influences 0.5% to learning motivation and is not statistically significant. Significance value (0.378). So, the higher the support of a person's network, the higher the motivation to learn.

Conclusion and Implication

Based on the results of hypothesis testing using regression analysis, the conclusions that can be drawn in this study are: "There is a Significant Influence Between Self-Concept and Social Support on the Learning Motivation of Social Institution Adolescents." Furthermore, for the proportion of variance that can be explained by the Independent Variable (IV) from self-concept (subjective self, body image, ideal self, social self) and social support (emotional support, appreciation support, instrumental support, informative support, network support) a total of 46.4% while the remaining 53.6% is influenced by other variables outside of this study. If seen based on the regression coefficient on each variable generated based on statistical analysis, the subjective self variable, Emotional support and informative support have a significant effect on learning motivation. With a significant value of subjective self (0.000), emotional support (0.016) and informative support (0.028). If seen based on the proportion of variance of the independent variable (IV) to the dependent variable (DV) produced through statistical analysis, the subjective self variable from self-concept and the variables of appreciation support and informative support from social support have a significant effect on learning motivation. So for the minor hypothesis test there are 3 minor hypotheses that are rejected, namely, H01 (No Significant Effect of Subjective Self on Learning Motivation for Social Institution Adolescents), H06 (No Significant Effect of Appreciation Support on Social Institution Adolescent Learning Motivation) and H08 (No Significant Influence of Informative Support on Social Institution Adolescent Learning Motivation). Because of these three variables, it is proven to be significant based on the results of statistical analysis.

References

- Arslan, C (2009) Anger, self-Esteem, and perceived social support in adolescence. *Social Behavior and Personality*, 2009, 37(4), 555-564. Society for Personality Research (Inc.)
- Barkoukis, et al (2008) The assessment of intrinsic and extrinsic motivation and amotivation: validity and reliability of the Greek version of the academic motivation scale. Routledge. England. April 13, 2011
- Bernadetta, I. (2010) Body image among young females with anorexia nervosa and the structure of body image among their mothers. *Archives of Psychiatry and Psychotherapy*, 2010; 4 : 61-67
- Bernal, et al. (2003). Developments brief scale for social support: reliability and validity in Puerto Rico. *International Journal of Clinical and Health Psychology* ISSN 1576-7329 2003, Vol. 3, No. 2.
- Bong, M. & Clark, R. E (1999) Comparison between self-concept and self-efficacy in academic motivation research. *Educational Psychologist*, 139-153. Routledge, London.
- Cohen, Sheldon. (2004) Social relationships and health. *American Psychologist* 2004 676- 684.
- Frith, C. (2004) Motivation to learn. *Educational Communication and Technology*
- Kim, et al. (2008) Culture and social support. *American Psychological Association* Vol. 63, No. 6, 518-526
- Liechty, T & Yarnal CM (2010) The role of body image in older women's leisure. *Journal of Leisure Research* 2010, Vol. 42, no. 3, pp. 443-467. National Recreation and Park Association
- Lumsden, L. S (1994) Student motivation to learn. ERIC Clearinghouse on Educational Management <http://punya.educ.msu.edu/courses/coursevault/summer09/readings/motivation-lumsden.pdf> 21 April 2011
- Manning, M. A (2007) Self-concept and self-esteem in adolescents. National Association of School Psychologists. www.naspcenter.org March 16, 2011
- Rash, EM (2007) Social support in elderly nursing home populations: manifestations and influences. *The Qualitative Report* Vol. 12 No. Sept. 3, 2007. 375-396
- Russel, D. & Cutrona, C. (1987) The social provision scale. *The Provisions of Social Relationships and Adaptation to Stress*. Vol. 1, Pages 37-67. JAI Press.
- Ryan, RM & Deci, E. L (2000) Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology* 25, 56-67 <http://www.idealibrary.com> 16 January 2011
- Sanchez, FJ P & Roda, MD S (without year) Relationship between self-concept and academic achievement in primary students. *Electronic Journal of Research in Educational Psychology and Psychopedagogy*, 1(1), 95-120. ISSN: 1696-2095
- Sarason, et al. (1983) Assessing social support: The social support questionnaire. *Journal of Personality and Social Psychology* 1983, Vol. 44, no. 1, 127-139

- Stake, J. (1994) Six factor self-concept scale. *Psychological Measures for Asian Americans: Tools for practice and Research*.
- Vansteenkiste, et al. (2006) Intrinsic versus extrinsic goal content in self-determination theory: another look at the quality of academic motivation. *Educational Psychologist*, 41(1), 19-31.
- Vallerand, et al. (1992) The academic motivation scale: A measure of intrinsic, extrinsic, and motivation in education. *Educational and Psychological Measurements* 1992, 52
- Wentzel, KR (1998). Social relationship and motivation in middle school: the role of parents, teachers and peers. *Journal of Educational Psychology*, Vol. 90, no. 2, 202-209.
- Wigfield, et al (2005) Early adolescents' development across the middle school years: implications for school counselors. *American School Counseling Association* 112- 119 9:2
- Zimmerman, BJ (2000) Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology* 25, 82-91, (2000). <http://www.idealibrary.com> April 5, 2011