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The Effect of Teacher Social Support on Student Achievement Motivation

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Abstrak

Tujuan penelitian ini adalah untuk menginvestigasi pengaruh dukungan sosial guru terhadap motivasi berprestasi siswa kelas XI Jurusan Bahasa di SMA Negeri 5 Kota Kupang. Metode penelitian yang digunakan adalah kuantitatif, dengan teknik analisis data regresi liner sederhana. Jumlah responden 35 siswa, dan teknik sampling yang digunakan adalah random sampling. Hasil penelitian menunjukkan bahwa ada pengaruh positif dan signifikan terhadap motivasi berprestasi (Sig. 0.000<0.05). Sedangkan sumbangan efektif dukungan sosial guru terhadap motivasi berprestasi adalah 58,8%, dan 41,2% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini.

Abstract

The purpose of this research is to investigate the influence of teachers' social support on the motivation of achievement students of class XI language department at SMA Negeri 5 Kupang City. The research method used is quantitative, with a simple linear regression data analysis technique. The number of respondents was 35 students, and the sampling technique used was random sampling. The results showed that there was a positive and significant influence on student achievement motivation (Sig. 0.000 < 0.05). While the effective contribution of the teacher's social support to achievement motivation was 58.8%, and the remaining 41.2% was influenced by other variables not included in this study.

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INTRODUCTION

The education world is, in fact, very close to the teaching and learning process. Learning to teach is a process by which individuals change their behaviour as a result of experience (Mindó, 2015). Learning and instruction is not an event, but a continuing process of Inquisition, meaning learning is accomplished when people come together to exchange ideas, articulate problems from a shared perspective, and constructs meaning to

understand together. Therefore, education should be bilateral rather than unilateral (Dami, 2019). Learning and teaching is an event that is bound, directed toward purpose and implemented to achieve educational objectives (Sardiman, 2012). The goal in education is one achievement, both academic and non-academic. Students want themselves to achieve the best achievement; one of the factors influencing accomplishment is an accomplished motivation. Achievement

motivation is a provision to succeed. Menurut McClelland (2010), the Need of Achievement is a business in achieving the target to achieve success in competition with some standard of excellence. Achievement motivation is one of the supporting factors in determining the intensity of effort to learn and can also be seen as an effort that brings the students to the learning experience so that it can give rise to the students and activities and focusing students at a specific time to accomplish a purpose. Learning achievements not only move behaviours but can also direct and strengthen behaviour. An accomplished motivation is an encouragement that arises from within the individual to strive to achieve high working achievement (Handoko, 2003). The motivation theory of achievement is rooted in Maslow's needs theory, need for achievement (n Ach), Need for affiliation (n aff, and need for power (n Pow) (Ivancevich et al., 2016). As for the traits of individuals who have high achievement motivation, among others have a high achievement motivation is: moderate risk-taking, wanting feedback, satisfied with the achievement, and totality to the task (Luthans, 2012).

The lack of motivation for student achievement is very influential in education. Students can experience anxiety, stress and depression in the learning process (Dami, et al., 2019). Some external factors can affect the lack of achievement of students, one of which is low social support teachers. Teachers play an essential role in this aspect because teachers execute their responsibilities, not only transferring knowledge to students. According to Imran (2010), teachers are professions who need special skills in their primary tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. In this context, Dami (2012), concludes with multi-functional or multi-role terms. Teachers can help students motivate them to excel by

delivering assignments that require active student involvement in the material, communicating high expectations for students, and consistently delivering top priorities for academic purposes and creating an excellent school environment or culture. The social support of teachers consists of verbal and non-verbal information or advice which is in the form of real aid or action given by the familiarity or presence of a person and beneficial and to respect the emotional behaviour of negative influences and the pressures of life. The information can be obtained from family, friends, spouse, and community members (Gottlieb, 2012). The social support theory is based on Tardy's concept (Malecki, 2012), which develops on the aspect of social support, the Child and Adolescent Social Support Scale (CASSS). Tardy's model suggests that social support is not only on emotional, instrumental, informational and award support but also includes five dimensions of direction, disposition, description/evaluation, content, network. According to Smet (1994) and Sarafino (2014), the social support teacher is seen as a pleasure, attention, appreciation or help that other individual or group receive. The definition above is concluded that social support is an act of attention, appreciation, relief, counsel that gives another individual to his group (Smet, 1994). Social support teachers to students can be provided through tangible assistance, informational support, emotional support, and invisible Support (Taylor, 2012). Based on the results of the research found social support teachers are influenced by the satisfaction of the person receiving support, interpersonal relationships, normative attitudes, large or small groups, and there is an equality of attitude (Metheny, McWhirter & O'Neil, 2014).

Based on the results of observations and interviews on students at SMA Negeri 5 Kupang that students are found to experience

the motivation of low achievers, namely low student motivation by not studying at home, sometimes studying but more often do not learn. Due to fatigue factors after helping parents or guardians at home, some students learn only when approaching exams while other days have never learned so many students are found to be cheating during the exam and asking for answers from friends. As for the students who are more concerned about playing or hanging out with friends outside of the hours of lessons that take place in class, and often occur in the classroom when the teacher gives a task or homework is rarely done at home, on When you want to be gathered and done in the morning at school. Students who have such a habit will influence their low learning achievements. In addition to learning motivation also found problems related to the teacher, namely, students are less able to understand or apply the lessons given by the teacher because in the process of teaching-learning still found teachers who teach it more to the lecture method and there are some teachers who only give records without explaining the material given, so that students are quickly saturated and bored in receiving lessons because of unpleasant, teachers who are concerned about the busyness outside the school so that teachers rarely get into In the classroom, and this will result in lazy students coming to school.

The previous research conducted by Dianto, Gistituati, & Mudjiran (2015) found that social support contributed to the achievement motivation with a coefficient of 20.2%. In line with that, Pramana & Wilani (2018), suggesting that social support has a relationship with motivational learning and a 51.7% variation in learning motivation is determined by the social support variables. The social support relationship with the motivation of learning is also positive and direct, meaning the higher the social support then, the higher the motivation is also

learning, which in the end the achievement of the students of SMA Negeri Bali Mandara is continuously increasing. In addition, the research from Kusuma, Tjalla, & Setyowati (2015) showed that students in grade VII at Madrasah Tsanawiyah Negeri 8 Jakarta have been categorized as 13% of high social support and high students' motivation. As much as 17%, the categorized student has moderate social support as much as 47% and student achievement motivation is 36%, students are categorized to have low social support as much as 40% and low student achievement motivation As much as 47%.

Based on previous observations and researches, the purpose of this research is to investigate the influence of teachers' social support on the motivation of achieving the class XI students Jurusan Bahasa in SMA Negeri 5 Kota Kupang, based on questions research "is there any influence of teacher social support towards the motivation of achieving to investigate the influence of teachers' social support on the motivation of achieving the class XI students Jurusan Bahasa in SMA Negeri 5 Kota Kupang."

METHOD

The research methods used are quantitative. The population in this study was all students of grade XI Jurusan Bahasa SMA Negeri 5 Kupang, which amounted to 354 people. Arikunto (2010) states that samples are partially or representatives of the population being researched. Further Suharsimi states that "if the subject of research is less than 100 it should be researched all, while the research subject of more than 100 can be researched 10% or 20% or more because in this study is population research then samples were taken amounting to 35 students (10%). The technique used random sampling cluster technique.

The collected data includes data from respondents covering gender and age.

Besides, it also collected data related to the variables studied, namely the achievement motivation, social support of teachers and self-concept. All the social support scales teachers and motivational achievements are made in the form of Likert scale with four alternative answers as follows: STS (1): If the statement is very disagreeable; TS (2): If the statement does not agree; CS (3): If the statement simply agrees; S (4): If the statement agrees; and SS (5): If the statement strongly agrees. The teacher's social support variable measurement uses a questionnaire filling method of scale. The subject was asked to fill the teacher's social support questionnaire composed by Malecki & Elliott (1999), who had modified the author. Teacher social support is measured by four aspects: Emotional support, award support, informative support, and instrumental support. While to measure the achievement motivation variables using the method of filling questionnaires scale. The subject is asked to fill an accomplished motivational questionnaire consisting of four traits: moderate risk-taking, wanting feedback, being satisfied with the achievement, and totality to the task.

The number of scales given to respondents as many as 24 item statements for social support teachers and 26 items statements for achievement motivation with a total of 50 item statements. The questionnaire was deployed as many as 50 item statements for the two scales successfully returned by the respondent as a whole, the 50 item statement. Based on the validity test with the correlation of Bivariate Pearson at a scale of teacher democracy, obtained the result that of the 24 items that have been tested and there are 2 items that fall because of the results of analysis obtained a value lower than 0.3, of which item number 7 (-0.059) and item number 18 (-0.510). While based on the validity test on the achievement motivation

scale, obtained the result that of the 26 items that have been tested there are 1 item that was deleted because of the results of the analysis obtained the value of item number 12 smaller than 0.3, namely 0.065. As regards the reliability, the calculation result of the Alpha Cronbach correlation formula is found to be 0.762. It is a fun thing that the social support scale of a religious teacher because it is higher than 0.60. Whereas based on the results of the Alpha Cronbach test found value 0.811. These results state that the motivation scale is a reliable achievement because it is higher than 0.60.

The analytical techniques used are simple linear regression tests, intending to know the influence of teacher's social support on student achievement motivation. Before conducting the hypothesis test, it is necessary to test the classical assumptions such as test normality, linearity, and heteroscedasticity. All types of test are used as initial conditions before the hypothesis test.

RESULTS

Data analysis results of descriptive social support teachers lead from high to very high. Precisely that is 46% of students assess the level of social support teachers are in the high category, and 5% in the category is very high. As for the medium category of 29%, the category is low by 9%, and the category is very low by 2%. Thus, it can be said that the students at SMA Negeri 5 Kupang assess or feel the social support teachers are in a rather high category (table 1) While the achievement motivation leads from moderate to high and high. Precisely, that is, 34% of students assess their achievement motivation in the high category, and 34% in categories are very high. As for the medium category of 23%, the category is low by 6%, and the category is very low by 3%. Thus, it can be said that the students at SMA Negeri 5 Kupang have the motivation of achievement in the most

category of the high and very high category with a value of 34% (Table 1).

Table 1. Results description of social support teacher and motivational achievement

Category	Range	Teacher social support		Achievement motivational	
		n	%	n	%
Very High	99-107	5	14%	12	34%
High	90-98	16	46%	12	34%
Medium	81-89	10	29%	8	23%
Low	72-80	3	9%	2	6%
Very Low	63-71	1	2%	1	3%
Total		35	100%	35	100%

Test the classical assumptions performed before conducting the hypothesis test. The first classical assumption test is the normality test. Based on the Kolmogorov-Smirnov test, it is known that the social support teachers have a value of $P = 0,386$, and the motivation of achievement has a value of $P = 0,446$. Both of these values indicate greater than 0.05 ($P > 0.05$), which means that social support teachers and motivation are distributed accomplishment normally.

The second assumption test is the linearity test. The test results of linearity can be known significant value deviation from linearity > 0.05 , namely 0.810 , hence the social support of teachers and achievement motivation has a linear relationship. The final test of assumption is heteroskedasticity. The study used heteroskedasticity test with Glejser. Based on the known output values, the social support variable's significance is 0.442 . Since the significance value is greater than 0.05 , it corresponds to the decision-making basis in the Glejser test; it can be concluded that there is no heteroscedasticity symptom in the regression model.

A simple linear regression test result showed $F_{\text{calculate}}$ value of $47,188$ with a

significance of 0.000 ($P < 0.05$) which means there is a significant influence over the teacher's social support towards student achievement motivation. The T-test result shows that the variables entered into the regression model, i.e., teacher social support and achievement motivation meet significant criteria ($P\text{-value} < 0.05$). This means that there is a significant influence between teacher's social support for achievement motivation in students. While the value of R (correlation coefficient) of 0.588 , illustrates that there is a correlation between the social support of the teacher on achievement motivation. The coefficient of determination (R^2) of 0.588 illustrates that the contribution of the social support influence teachers to the achievement motivation of 58.8% , while the remaining 41.2% is influenced by other variables not included in this research model, such as career maturity variables and self-concepts (Dami, 2018). The next default estimate error is 7.210 . So, it can be concluded that the teacher's social support variable can be used as a predictor of student achievement motivation.

Table 2. Test Results Anova Teacher Social support on Achievement Motivation

		ANOVA ^b					
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	2453.069		1 2453.069	47.188	.000 ^a	
	Residual	1715.502	33	51.985			
	Total	4168.571	34				

a. Predictors: (Constant), teacher social support
 b. Dependent Variable: achievement motivation

Table 3. T Test Result Teacher Social Support on Achievement Motivation

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.889	12.222		1.709	.097
	Teacher social support	.920	.134	.767	6.869	.000

a. Dependent Variable: achievement motivation

DISCUSSION

In general, the results of the above measurements proved that the research hypothesis showed that the teacher's social support contributed positively and significantly to the achievement motivation of class XI students of Language department at SMA Negeri 5 Kupang City. The results of this research are in line with the research conducted by Dianto, Gistituati, & Mudjiran (2015); and Pramana & Wilani (2018).

The results of this study were also supported by a descriptive test that showed that 46% of students assessed the social support of teachers in the high category, and 14% in the very high category, while 34% of students assessed their achievement motivation in high category And 34% in the very high category. This proves that the social support teachers given to the students at SMA Negeri 5 Kupang are relatively good, to increase the motivation of achievement of class XI students of the language department at SMA Negeri 5 Kupang.

The social support teachers need to cover the dialogue, position, and cognition aspects, so that students have a multicultural understanding of their environment, and influence their learning motivation (Efruan & Dami, 2019; Efruan, et al., 2020). Walgito states that social support is a relationship

between individuals and their environment, especially in the reciprocal social environment, affecting individuals and individuals affecting environmental development. In addition to holding human social contacts also need the support of others in anticipation and facing a problem. The benefits of students gaining high social support will become more optimistic individuals in the face of current and future lives, more skilled in meeting the needs of psychology and having a higher system, as well as lower levels of anxiety, heightening interpersonal skills, have the ability to achieve what is desirable and more able to guide individuals to adapt well (Walgito, 2002). Social support for students can be gained through parents and teachers. Parents have an essential and strategic influence and role in determining the direction and formation of the child's personality and student self-regulation in learning (Dami & Curniati, 2018; Dami & Parikaes, 2018). Likewise, students who gain encouragement from the social support of the teacher will act by establishing a standard of achievement for themselves, and they must strive harder and more successfully to achieve the standards they have set for themselves.

The results of the research on achievement motivation were done by Dinie (2006) and found that one of the things that

could affect the formation of motivational achievement is the social environment. Students who have the support and are allowed to develop themselves in their social environment will have higher motivation. The adolescent social environment that is intended in research is peers. Based on the interview conducted to eight students of class XI language department at SMA Negeri 5 Kupang City, there is a picture that the students feel challenged to get achievements and strive to learn more actively, the more actively seeking Information and knowledge from various sources both from the library and from the internet.

CONCLUSION

The results showed that there was a positive and significant influence the teacher's social support on the motivation of achieving grade XI students Language Department at SMA Negeri 5 Kupang City with significance value $0.000 < 0.05$. This proves that the increasing social support of teachers, the increasing motivation is also the achievement of students. Meanwhile, the contribution of the social support variable influences the teacher to achievement motivation of 58.8%, while the remaining 41.2% is influenced by other variables not included in this research model. Based on the results of this study, the author gave suggestions: 1). To increase the achievement of students' achievements, teachers must provide social support in the form of real support, informative support, emotional support, and covert support; 2). This research needs to be followed up by adding learning achievement variables.

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