

EXPLORING THE INFLUENCE OF SELF-CONCEPT AND SOCIAL SUPPORT ON ACHIEVEMENT MOTIVATION IN STUDENTS OF MADRASAH DINIYAH HIKMATUN NAJIYYAH SIDOSERMO SURABAYA

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ABSTRACT

This study aims to determine the effect of self-concept and social support on students' achievement motivation in Madrasah Diniyah Hikmatun Najiyah, Sidosermo, Surabaya. The population in this study included all students in Madrasah Diniyah, namely 56 students. The sampling method was randomized. Data analysis techniques used in this study involved statistical tests such as linear regression. The results of this study indicate that self-concept and social support have a positive and significant effect on students' achievement motivation in Madrasah Diniyah Hikmatun Najiyah, Sidosermo, Surabaya. The results of this study state that self-concept and social support have a positive and significant influence on students' achievement motivation at Madrasah Diniyah Hikmatun Najiyah, Sidosermo, Surabaya. This finding illustrates that the factors of self-concept and social support influence each other and make an important contribution in shaping the level of achievement motivation of students in the Diniyah Hikmatun Najiyah Madrasah environment.

Keywords: Achievement Motivation; Self-Concept; Social Support.

INTRODUCTION

Indonesian national education, which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, has the noble goal of developing abilities, forming character and increasing the intelligence of the nation's life. According to Wahono (2018), the aim of this education system involves efforts to develop the potential of students, including students, with the aim that they can become individuals who have faith and devotion to God Almighty, have noble character, maintain physical and spiritual health, have creativity, independence, and being a democratic and responsible citizen. In order to achieve this success, every individual, including students, is faced with various obstacles. By maintaining high achievement motivation, it is hoped that someone can overcome these obstacles and achieve the expected success (Sulistivani, 2012).

Achievement motivation plays a very important role in equipping students with the skills and enthusiasm to achieve success in life (Parestyaningrum, 2019). This motivation is not just an encouragement to achieve academic goals, but is also the basis for building a strong sense of self-confidence and maximum enthusiasm for learning. When students have high achievement motivation, this is reflected in their high level of learning activity, as well as the ability to give themselves energy to achieve the goals they have set (Darmawan, 2015). Achievement motivation is a personal concept that functions as a driving force for individuals to achieve or achieve desired goals, especially in achieving success (Mayangsari, 2016). In this case, each person has different goals and ambitions, and achievement motivation is the driving force that encourages individuals to overcome the obstacles that arise on the way to achieving their success. Achievement motivation also plays a key role in self-actualizing and developing their potential, especially in the

academic field (Putri & Rahmi, 2023). For this reason, achievement motivation is not just a drive to achieve high achievements, but is also an internal strength that has a positive impact on students' self-confidence, enthusiasm for learning, and ability to face life's challenges (Patulak, 2019). For this reason, creating an environment that encourages and maintains achievement motivation can form a generation that is ready to face the future with enthusiasm and self-confidence (Salim, 2021).

Self-concept plays a positive role in shaping a person's achievement motivation (Sujadi, 2018). As an element of personality, self-concept includes a comprehensive view of oneself, which involves an assessment of physical, psychological, social dimensions, expectations and self-assessment. Nida (2018) states that self-concept is formed through the interaction between an individual's perception of himself and the environmental response to him. When an individual has a positive self-concept, it means that he has a good view of various aspects of himself, be it achievements, abilities or personal characteristics. A positive self-concept tends to provide strong self-confidence and belief that the individual is able to achieve goals and achieve achievements (Alamsyah, 2016). A positive self-concept can increase students' self-confidence, help them overcome challenges, and provide a strong mental foundation for pursuing achievement. A positive self-concept motivates individuals to overcome obstacles. On the other hand, a negative self-concept can be a big obstacle in gaining motivation, because individuals feel unable or unworthy of achieving achievements (Reski et al., 2017). So, the more positive the student's self-concept, the easier it is for him to achieve effective achievement success; conversely, the lower the self-concept, the more it will become an obstacle for students to achieve the desired achievements (Arnasih & Hartaya, 2015).

Social support from the educational environment and family has a central role in shaping students' learning processes and personal development (Rahayu et al., 2023). In this case, the family plays a key role as the main social support for teenagers, with the role of parents, both fathers and mothers, being the main pillar in providing support (Nur & Malli, 2022). The role of parents is not only limited to providing physical facilities, such as housing and other material needs, but also includes the dimensions of motivator and guide. However, more than that, they serve as motivators for their children. This motivation involves the drive to achieve and achieve success. By providing positive motivation, parents can build their children's self-confidence, stimulate the spirit of trying harder, and encourage good achievements in education (Rahman, 2013). This support involves biological, psychological and social aspects, all of which contribute to shaping the child's personality. Family conditions that are able to meet children's needs, both biological and psychological, create a solid foundation for children's growth and development (Mashar, 2015). Children who grow up in families that provide optimal support tend to be better able to actualize their potential, learn to solve problems, and overcome the tasks they face, including academic tasks. For this reason, the role of parents in the family is not only limited to providing physical needs, but involves direct interaction, positive motivation, and psychological support that creates an optimal environment for children's personal development and academic achievement (Azam, 2016). Therefore, the impact of social support on students' achievement motivation is very important and significant (Amseke, 2018).

Education is an important aspect in individual formation, and achievement motivation is a central element in student learning outcomes. Achievement motivation is influenced by various factors, including self-concept and the social support received by individuals in their learning environment. This research leads to an understanding of the impact of self-concept and social support on students' achievement motivation. For this

reason, the purpose of this study is to investigate the impact of self-concept and social support on achievement motivation.

METHODOLOGY

This study adopts a quantitative approach, which means this research will focus on measuring and analyzing data numerically to identify the extent to which certain variables contribute to the observed phenomena. The main aim of this research is to measure the influence of self-concept and social support on students' achievement motivation at Madrasah Diniyah Hikmatun Najiyah Sidosermo Surabaya. The study population includes all students at Madrasah Diniyah Hikmatun Najiyah Sidosermo Surabaya, and this entire population will be taken as a sample, known as a census sample. In this case, a total of 56 students will be part of the study sample. The study variables consist of two independent variables, namely self-concept, social support, and the dependent variable is achievement motivation. These variables can be explained as follows:

1. Self-concept (X1) is an individual's perception and assessment of himself, including an understanding of characteristics, abilities, values and personal identity. Individuals form their self-concept through experience, social interaction, and self-reflection. According to Mardikaningsih and Putra (2021), self-concept indicators can include self-acceptance, self-satisfaction, self-stability and self-cohesion.
2. Social support (X2) can be explained as a sociological perspective which includes an understanding of interactions between individuals, interactions between groups, and interactions between individuals and groups in the context of social life (Pitoewas, 2018). According to Hakim (2011), social support indicators consist of family support, school support and community support.
3. Achievement motivation (Y) can be interpreted as the drive to achieve the optimal level of learning achievement possible, in line with the individual's expectations for himself (Damanik, 2020). According to Sujarwo (2011), indicators of achievement motivation consist of working hard, hope for success, worry about failure, and competition.

The study tool used was a questionnaire to collect information regarding students' views regarding self-concept and social support for achievement motivation. This questionnaire instrument will involve structured questions related to the study variables.

Data was collected by distributing questionnaires to sample students at Madrasah Diniyah Hikmatun Najiyah Sidosermo Surabaya. The collected data will be analyzed using statistical methods, especially regression analysis. The purpose of this analysis is to identify and understand the extent of the impact of self-concept and social support on students' achievement motivation. The use of regression analysis was chosen because it is able to provide a more detailed and measurable picture of the relationship between the variables being investigated.

RESULT AND DISCUSSION

Data collection carried out at Madrasah Diniyah Hikmatun Najiyah Sidosermo Surabaya obtained results from 52 students who responded well to the questionnaire. With the involvement of 52 students, the data obtained can provide a more reliable picture regarding the objectives of the study carried out at Madrasah Diniyah Hikmatun Najiyah Sidosermo, Surabaya.

In the validity test, evaluation is carried out on the variables self-concept (X1) and social support (X2) in the context of their influence on student achievement motivation (Y). The test results showed that not a single statement item in the questionnaire was deleted because the corrected item total correlation values were all > 0.3 .

The results of the reliability analysis imply that all study variables have a Cronbach's Alpha value of more than 0.6, which indicates a high level of reliability. The reliability value for the self-concept variable (X1) reached 0.919, the social support variable (X2) reached 0.953, and the student achievement motivation variable (Y) had a value of 0.971.

All these values indicate that the measurement instrument for each variable is reliable and consistent in measuring the concept in question.

Table 1
t Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	21.186	3.768		5.622	.000
	X1	2.057	.770	.316	2.670	.010
	X2	2.439	.574	.502	4.249	.000

The results of this study produce a regression model which can be represented as $Y = 21.186 + 2.057X1 + 2.439X2$. From this model, it can be indicated that if all variables, namely self-concept (X1) and social support (X2), have a value of zero, then the predicted value of student achievement motivation (Y) will be around 21.186. In other words, the value of self-concept and social support has a positive impact on students' achievement motivation, and the constant value (21.186) describes the level of students' achievement motivation when the two independent variables have a value of zero.

Based on Table 1, there is significance for self-concept (X1) with a value of 0.010. The social support variable (X2) at Madrasah Diniyah Hikmatun Najiyah Sidosermo, Surabaya, has a significant value of 0.000. For this reason, it can be explained that self-concept (X1) and social support (X2) have a significant role in partially realizing student achievement motivation (Y) at Madrasah Diniyah Hikmatun Najiyah Sidosermo, Surabaya. This means that each variable has a significant contribution in influencing the level of student achievement motivation when the other variables remain constant.

Table 2
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728 ^a	.529	.510	4.43499

The next step involves analysis using the coefficient of determination. The R value obtained is 0.728. Meanwhile, the R Square value (coefficient of determination) was recorded at 0.529. These results indicate that around 52.9% of the variation in student achievement motivation (Y) can be explained by variables such as self-concept (X1) and social support (X2) at Madrasah Diniyah Hikmatun Najiyah Sidosermo, Surabaya. The remainder, around 47.1%, was influenced by other variables not included in this study.

Table 3
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1083.962	2	541.981	27.555	.000 ^b
	Residual	963.788	49	19.669		
	Total	2047.750	51			

In Table 3, F test analysis shows that the F-count reached 27.555, with a significance level of 0.000. Considering that the probability value is <0.05 , it can be concluded that the significance of the regression equation is high. In other words, the results of this analysis show that the variables self-concept (X1) and social support (X2) together have a significant impact on student achievement motivation (Y) at Madrasah Diniyah Hikmatun Najiyah Sidosermo, Surabaya.

The findings of this study clearly indicate that self-concept plays a significant positive role in shaping achievement motivation. These results are in accordance with previous studies found by Aryanti (2012); Lawrence and Vimala (2013); Sujadi (2018). A positive self-concept creates a solid mental foundation for students (Siragi et al., 2016). Students with a positive self-concept tend to have high achievement motivation, because they see themselves as individuals who have the potential to achieve life goals and overcome obstacles that arise. In this case, a positive self-concept helps students to remain focused, confident, and committed to achieving their educational

goals (Blegur, 2020). A positive self-concept motivates students to continue trying to improve themselves and achieve better achievements. For this reason, having a positive self-concept not only has a direct impact on achievement motivation, but also forms a strong mental attitude to face the dynamics of academic life. Students with a positive self-concept are better prepared to face their educational journey, and this contributes to achieving success in life more broadly.

The findings of this study indicate that social support has a significant influence on students' achievement motivation. These results are consistent with previous studies conducted by Abrahamsen et al. (2018), Amseke (2018), and Lee (2020). The role of parents as the main source of support for students not only includes providing materials and physical facilities, but also involves emotional and motivational support. Parents who provide positive encouragement, provide understanding of academic challenges, and provide support in achieving educational goals, can shape students' achievement motivation (Hidayati, 2011). Social support builds positive emotional bonds, creates a sense of self-confidence, and strengthens students' commitment to achieving achievement. Students who experience social support generally show strong intrinsic motivation, which arises from within themselves, not influenced by external pressure. This can increase students' learning persistence, fighting power, and focus on their academic goals (Situmorang & Latifah, 2014). For this reason, the findings of this study confirm that social support not only provides emotional comfort, but also makes a substantial contribution to students' achievement motivation. According to Prabowo et al. (2023), social support is the main element in creating a learning environment that supports and helps students achieve their academic potential optimally.

CONCLUSION

From the findings of this study, it can be revealed that self-concept and social support have a very important role in shaping students' achievement motivation. Students who have a positive perception of themselves and receive adequate social support generally show high levels of achievement motivation. For this reason, an approach that pays attention to students' psychological and social aspects is very important to improve the quality of education. Concrete steps to improve self-concept and social support in the educational and family environment can have a positive impact in shaping students' character, persistence and academic achievement. For this reason, this conclusion provides a basis for further efforts to improve the quality of education and the formation of students' character through special attention to aspects of self-concept and social support. Based on findings from studies regarding the impact of self-concept and social support on achievement motivation, several suggestions that researchers can give are as follows:

1. It is important for educational institutions and families to be actively involved in developing students' self-concept. Self-coaching programs, social skills training, and providing constructive feedback can be effective strategies for increasing positive self-concept.
2. Schools and families need to pay special attention to strengthening social support for students. Creating a supportive environment, promoting collaboration between students, and involving parents in the educational process can be concrete steps.
3. Parents have a key role in supporting children's achievement motivation. Parent engagement programs, such as seminars or regular meetings, can help parents understand how to best support their children academically and emotionally.
4. Educational institutions can provide psychological resources, such as career counseling or guidance, that can help students overcome negative self-concept challenges and provide positive direction related to their academic goals.

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