Social Support and Learning Motivation for New Students During the Covid-19 Pandemic

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ABSTRACT

During the Covid-19 pandemic, many students started a new learning system, namely distance learning or online which could cause the motivation to learn of new students to decline. New students need social support from family, friends, and a significant other to get good and positive learning motivation. This study aims to determine the relationship between social support and learning motivation in new students. The sampling technique using convenience sampling technique. Participants in this study were 170 new students of the psychology faculty at X University. The instrument used in this study was the Multidimensional Scale of Perceived Social Support (MSPSS) for social dimension variables, while for learning motivation variables used the Academic Motivation Scale (AMS) instrument. The results of this study indicate a positive relationship between social support and learning motivation (Spearman's Rho r = 0.377, p = 0.000. Kendall's Tau r = 0.274, p = 0.000). It can be concluded that there is a positive and significant relationship between social support and learning motivation for new students during the Covid-19 pandemic.

Keywords: Social support, learning motivation, Covid-19, new students

1. INTRODUCTION

In December 2019, a new deadly virus was detected in Wuhan, China. This virus is becoming a plague for the whole world. The virus was called Corona Virus Diseases 2019 (Covid-19). Corona Virus Diseases 2019 (Covid-19) is the newest type of virus that has not been identified before in humans, on January 30, 2020, the World Health Organization (WHO) has designated Covid-19 as a public health emergency that is troubling the world[1]. The impact of the Covid-19 virus does not only occur in the health sector, but also occurs in various other fields such as social, economic, tourism and education. The impact of Covid-19 on the education sector is that the learning process is carried out at home through distance or online learning, in accordance with Circular Number 4 of 2020 on March 24 concerning Implementation of Education Policies in the emergency period of the spread of Covid-19 issued by Minister of Education and Culture of the Republic of Indonesia [2]. According to Syah [3], the Covid-19 pandemic has two impacts on the sustainability of the education aspect. First, the short-term impact that can be felt by many families in Indonesia, both in cities and in villages who do not understand the learning process from home. Children experience psychological problems because they can no longer meet face to face with their teachers. The second is the long-term impact where people in Indonesia will feel the social and economic impacts of the Covid-19 pandemic.

In the field of education, distance learning or online has become a new habit for students and teachers. Lecturers and students adapt to new activities. Adapting to new habits is not easy for lecturers and students, especially with online learning that has never been done before. Setiawan [4] states that distance learning has several shortcomings, namely the existence of barriers to effective learning such as disturbances in the home and technology that sometimes cannot be presumed, interaction between individuals and inadequate teachers. Doing online learning can make students less active in conveying their thoughts, this can be caused by internet limitations and time constraints. Students can feel the saturation of learning. For students who experience boredom while learning via online, it can make students get less than optimal learning outcomes. Therefore, there is a need for encouragement to direct students so that they are enthusiastic about learning so that they can have learning achievements [5].

The disruption of student concentration due to internet network problems can reduce students' enthusiasm for learning. Research Cahyani et al. [6] regarding learning motivation during the Covid-19 pandemic, shows that the level of motivation to learn decreases during the pandemic. As many as 52.6% of students admitted that their enthusiasm for learning decreased during online learning. Of the various factors that influence the decline in learning motivation during the Covid-19 pandemic, there is one factor, namely internal factors and external factors. External factors, such as environmental conditions during learning activities,

have an adequate effect on decreasing individual learning motivation. Quiet and conducive learning conditions can support individuals to be more enthusiastic in learning and can achieve learning goals that have been set effectively and efficiently. Meanwhile Fitriyani et al.[7] argued that the results of the analysis of student motivation towards online learning during the Covid-19 pandemic showed that the average overall percentage score was 80.27% with a very good score category. This means that these students have very high motivation for online learning during the Covid-19 pandemic.

For new students this pandemic is a challenge that must be overcome, because they have to adapt to the new environment and new habits on campus through distance learning.[8] According to Santrock [9] the movement of students from high school (SMA) education level to higher education is a more complex transitional period compared to the time during high school. Studying in Higher Education has several changes and often results in stress on individuals. According to Nisa et al. [10] entry level students are required to be able to fulfill all requirements in the campus environment, including in lectures, parenting activities, daily activities of students, senate activities as well as manners in interacting with seniors and elders on campus.

The existence of distance learning and adaptation in the university environment makes new students need encouragement to have good learning achievements. One of the encouragements so that learning achievement does not decline requires motivation in learning. According to Harandi [11] learning motivation can be one of the important factors for success in online learning, so it is necessary to consider the motivation to learn in a campus environment that currently utilizes technology.

Motivation is an inner drive that encourages students to be able to carry out positive activities to get the best possible results in order to achieve student goals [12]. Motivation is the driving force within the individual that causes, ensures continuity and provides direction for learning activities, with the hope that the dreamed goals can be achieved properly. Motivation in students is able to move and direct students towards the goals they want to achieve. Motivation and learning are two very closely related things. If humans only learn without any motivation or encouragement from within themselves, then there will be no significant changes in them. According to Setiawan [13] learning is a process of one's mental activity to be able to obtain behavioral changes that lead to positive traits through personal experience.

According to Rahmawati [14], there are two factors that affect learning motivation, namely internal factors and external factors. Internal factors originate from within the individual, such as individual abilities, ideals, and individual physical and spiritual conditions, while external factors originate from outside the individual, such as social support. One of the contributions to the

motivation to learn in new students is social support. Based on the results of research conducted by Tezci et al. [15] show that there is a positive correlation between social support and motivation during the learning process. The results of the correlation analysis show that there is a positive relationship between motivation and support provided by family, friends, and close people.

Meanwhile, social support is an encouragement or information from others so that humans feel loved and appreciated. Pierce et al. [16] argued that social support can be classified into 2 supports. First emotional support and instrumental support. Emotional support is support in which the recipient feels happy, loved, and appreciated, while instrumental support is support that is physical, such as material or facilities. According to Colarossi & Eccles [17], social support to an individual emotionally is known to increase one's motivation and belief in success so that it can increase efforts to achieve a goal of that individual.

According to Zimet et al. [18], the social support aspect consists of the support provided by friends, family, and loved ones. Parental involvement and support is usually beneficial to the learning process and student achievement [19]. Parents can provide support to students. Support from parents serves as reinforcement for students in fostering a sense of security and confidence in students in learning. According to Malwa [20] parental social support is a form of assistance provided by parents to children in the form of emotional support, instrumentation, information, and assessments that aim to help children so that they create a more comfortable feeling, are not depressed and act as a source of motivation for children in face and resolve the problems it faces.

Wentzel [21] states that there is a mutually supportive relationship from parents, teachers, and peers for individual motivation. Peer support can also help students develop. The existence of peers is an important role that influences students for social development and learning development. If peers have a bad influence on students, then it is likely that these students are also influenced towards bad things. Conversely, if peers have a good influence on students, then it is likely that these students are also influenced to get better. According to Nisa, Tiantri, and Mularsih [22] social support obtained from peers can contribute to the adjustment of early semester students.

Pramana & Wilani's research [23] regarding the relationship between social support and learning motivation, shows that there is a significant and positive relationship between social support and learning motivation in students at SMA Negeri Bali Mandara. In contrast to the research conducted by Agustina and Wisnumurti [24] regarding the relationship between social support and learning motivation, they said that there was no relationship between parents' social support and learning motivation in SMA Masehi PSAK 2 Semarang students. The study shows the results of hypothesis testing using Spearman's correlation

calculation which tests the relationship between social support and learning motivation, resulting in r = 0.044 with a value of p = 0.762 (p> 5%), which means that there is no significant relationship between social support and learning motivation. motivation to learn.

Based on the description above, it can be seen that there are differences from the results of previous studies regarding social support for learning motivation in students. In this research, the researcher is interested in finding out whether social support can affect learning motivation during the Covid-19 pandemic. The researcher chose the motivation to learn during the Covid-19 pandemic because this pandemic is a new thing for students and teachers or lecturers, and will become a new habit in the world of education.

2. METHODS

This research uses nonprobability side techniques, namely sampling techniques that do not provide equal opportunity for each population to be selected as a research sample. Convenience side technique is also used, namely sampling the availability of elements, which can be chosen because they have a place and time close to the researcher when collecting data [25]. Participants in this study were 170 new students of the psychology faculty at X University. Collecting data in this research is carried out by distributing the questionnaire link using the Google Form to participants who meet the subject criteria. Before filling out the questionnaire that the researcher gave, there was a page that contained Informed Consent and personal data for participants. The Google form can be accessed by participants using the link provided by the researcher. Researchers got respondents by distributing digital posters through a group of new students at the University of X which contained participant criteria, a link to fill out a questionnaire, and the researchers' personal contacts.

The measuring instrument used is the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. [26]. This Multidimensional Scale of Perceived Social Support (MSPSS) consists of 12 items and uses a Likert Scale 1 to 7. This MSPSS is designed to assess perceptions of social support from three specific sources: family, friends, and significant others. The form of support obtained from the dimensions of social support according to Sarafino [27], namely; (a) emotional support, (b) appreciation support, (c) instrument support, and (d) informative support. Meanwhile, the measurement of learning motivation variables used the Academic Motivation Scale (AMS) measurement tool which was coined by Ryan and Deci [28]. The Academic Motivation Scale (AMS) consists of 28 items that measure seven types of motivation. This measuring tool is used to measure the quality or type of someone's motivation. The seven types of motivation are derivatives of the types of motivation,

namely intrinsic motivation, extrinsic motivation and amotivation in Self-Determination Theory [29].

3. RESULT AND DISCUSSION

Based on the test results that one of the variables shows that the data distribution is not normally distributed, this research technique uses the Spearman's Rho method to test the relationship between variables. The results of the correlation test using Spearman's Rho show that the social support variable has a positive relationship with learning motivation with a value of r = 0.377 and p = 0.000 (< 0.05). These results indicate that the higher the social support, the higher the learning motivation possessed by the research participants. This means that the research hypothesis is acceptable, namely that there is a positive relationship between the two variables. Details can be seen in Table 1.

Table 1 Relationship between social support and learning motivation variables

	Variables	*r*	*p*	*Explanation*
Spearman's Rho	*Relationship between social support and learning motivation*	0,377	0	*Positive correlation*

Then by using the Spearman's Rho method, the relationship between the dimensions of social support and the learning motivation variable was tested to determine the dimensions of social support related to the learning motivation variable. The results of the correlation test using Spearman's Rho show that the dimensions of family, friend dimensions, and significant other dimensions have a significant relationship with learning motivation. The dimensions of friends on social support are more dominant than the dimensions of family and other significant dimensions with a value of r = 0.420. In the family dimension with learning motivation there is a value of r = 0.157 and p = 0.041 (< 0.05). Furthermore, the dimensions of friends with learning motivation have a value of r = 0.420 and p = 0.000 (< 0.05). The last dimension, namely the significant other with learning motivation, has a value of r = 0.330 and p = 0.000 (< 0.05). Details can be seen in Table 2.

Table 2 Relationship between dimensions of social support and learning motivation

	Dimensions of social support	Learning motivation		explanation
		r	p	
Spearman's Rho	family	0.157	0.041	Correlated and significant

friends	0.420	0.000	Correlated and significant
Significant other	0.330	0.000	Correlated and significant

Furthermore, testing the relationship between the dimensions of learning motivation and social support variables was also conducted using the Spearman's Rho method. The result is that there is a significant relationship between the social support variables with the dimensions of intrinsic motivation to know, intrinsic motivation toward accomplishment, intrinsic motivation to experience stimulation, identified organization, introjected regulation, and external regulation. The dimensions of intrinsic motivation toward accomplishment on learning motivation were more dominant than the other dimensions, with a value of r = 0.397.

Furthermore, in the dimensions of intrinsic motivation toward accomplishment there is a value of r = 0.397 and p = 0.000 (< 0.05). For the dimensions of intrinsic motivation to experience stimulation, it has a value of r = 0.229 and p = 0.003 (< 0.05). In the dimension of identified regulation it has a value of 0.323 and p = 0.000 (< 0.05). The introjected regulation dimension has a value of r = 0.322 and p = 0.000 (< 0.05). The next dimension is the external regulation dimension which has a value of r = 0.206 and p = 0.007 (< 0.05). The results of the choreion test using the Spearman's Rho method showed that social support had no significant relationship with the amotivation dimension. The value of the choreion test with Spearman's Rho on the amotivation dimension has a value of r = 0.093 and p = 0.228 (> 0.05).

Based on the research results obtained, it can be concluded that social support has a positive and significant correlation with learning motivation. The more positive the social support from the individual, the higher the individual's motivation to learn. Likewise, the more negative social support the individual has, the lower the learning motivation that the individual feels. In accordance with previously supported research, there is a positive and significant relationship between social support and learning motivation by Pramana & Wilani [29]. The hypothesis of this study is proven that social support and learning motivation have a significant relationship.

The correlation test conducted on the social support dimension, namely the family dimension, the friend dimension, and the significant other dimensions, shows the result that there is a positive and significant relationship with the learning motivation variable. This is supported by the theory of Sarason, Pierce, and Sarason [30] that in measuring one's social support it can be seen from the amount of support obtained from other individuals based on the frequency of contact

between the support provider and the recipient of the support, as well as the belief in the support received. The significant and positive correlation between the dimensions of the family and learning motivation means that the more individuals have positive support from the family, the higher the motivation to learn. A significant and positive correlation between the dimensions of friends and learning motivation means that the more individuals have positive support from friends, the higher the motivation to learn. The significant and positive correlation between the significant other dimensions and learning motivation means that the more individuals have positive support from the significant other, the higher their learning motivation will be.

In this study, the social support variable has the most dominant dimension of friends and the one most related to learning motivation compared to the family dimension and other significant dimensions. This is in accordance with the results of research conducted by Saguni & Amin [32] which argues that the social support provided by peers can motivate individuals to be responsible and participate in complying with the rules in the learning process, and with the environment with peers also more than family. Someone who is accepted by their peers, and has good social skills often has good performance in school, and has positive academic motivation [33].

4. CONCLUSION

Based on the results of data analysis that has been carried out on 170 participants of new students at X University, it is concluded that there is a positive and significant relationship between social support and learning motivation. This matter proves that the research hypothesis is accepted. Based on the correlation test conducted, the dimensions of friends were more dominant in relation to learning motivation, and social support was more dominant in relation to the dimensions of intrinsic motivation toward accomplishment. In the additional analysis that was reviewed based on gender, age, and birth order of the participants, the results of the data analysis were that there was no difference between social support and learning motivation.

Based on the process that the researcher has gone through during this research, and with the many limitations that researchers are currently doing. Suggestions for future researchers are expected to be able to dig up more information that is not examined in this study, so that the discussion described is more varied and deepens the factors that influence learning motivation, such as desire, interest, and ability. Practical advice that writers can give to new students is to maintain the learning motivation that the participants already have, so that they can still get good and positive learning achievements. Furthermore, suggestions to parents and friends of the participants to always provide

good social support because new student learning motivation is related to the social support that new students get.

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