The Influence of Social Support and Learning Motivation on Self Confidence at Vocational High School (SMK) Multicomp Students in Depok

Asmy Elviana[1], Risroni Ida Sagala[2], Christina Wandini[3]

Faculty of Psychology, Universitas Persada Indonesia Y.A.I

Running Title: The Influence of Social Support and Motivation Study to Self Confidence in Depok Multicomp Vocational

Abstract: *This study aims to measure the effect of social support and individual learning motivation on self confidence. The study population was Depok Multicomp Vocational. The total population is 220 students. The sample used was an accidental sampling technique, the results of data collection that had been carried out were 150 students. The data collection method used is the Likert scale. The data analysis method used is the linear regression method stepwish method. The effect of social support on self confidence was obtained by the value of Standardized Coefficients Beta = 0.323 and a significance value of 0.000 <0.05. It can be concluded that there is an influence of social support for self confidence, the effect of learning motivation on self confidence obtained by Standardized Coefficients Beta = 0.203 and a significance value of 0.016 <0.05. the influence of social support and learning motivation on self confidence obtained the value of R Square = 0.208 and a significance value of 0.016 <0.05, so there is the influence of social support and learning motivation on self confidence. From the results of the analysis there is indeed a direct effect of social support and learning motivation on self confidence.*

Keywords: social support, learning motivation and self confidence

1. Preliminary

Human resource development focuses on character building in order to become an individuals who have good personalities and ethics and morals. The formation of individual characters is a process that continues throughout the life cycle of humans. Starting from the womb, after birth, toddlers, children, adolescents, adults and growing old (elderly). Every stage of an individual's life has its own process and development.

Along with technological developments also demanded skilled workers who are able to answer the challenges. This code resulted in increasingly fierce competition in providing superior human resources. To continue to maintain competitiveness, it is required to increase knowledge, skills, attitudes and competencies

Under these conditions private or public schools compete to prepare their students in an increasingly competitive world of work. Graduates are expected to be able to enter a very diverse world of work. Equipped with the knowledge and skills they are expected to take an important role in an increasingly developing industrial world.

In the world of bussiness the most important capital is self-confidence. According to research (Siska, Sudardjo and Purnamaningsih, 2003), it shows that the individuals with a low level self confidence is a problem that exists in schools, in their research, the elements that being studied in self confidence are cheating on work, lack of enthusiasm when attending lessons, fear of speaking in front of class, ability in dealing with problems, being responsible, communication skills and the ability to accept criticism and desires with less achievement. The nonacademic impact of individual with low level of self confidence, especially students includes increasing anxiety in interpersonal communication and public speaking.[1]

Research that related to self confidence is a belief in the human soul that any challenges of life must be faced with doing important work. Self confidence that is inherent in the individual is not inherited from birth or inheritance, but rather is a result of the learning process of how to respond to various external stimulation through interaction with the environment.

The results of the study by Lauster (2003) in the research pattern on education, especially students,that prioritize their believe on their own ability, act independently in making decisions, have a positive attitude if they fail and express their opinions in accordance with their ability this have some posiive result from the social support and an individual's self motivation to study.[2]

Self confidence as the final result of strengthened social support, according to Gottlieb (1983) social support can be in the form of behavior which includes the provision of information or verbal or nonverbal advice, assistance in the form of action or material, which comes from social relations.[3]

This is also supported by researchers Widanarti & Indati (2002), the existence of various support carried out by the family will make individuals be able to recognize and be able to understand about themselves, especially from the obligation as students in taking education in school, besides social support especially the environment family is the most important social environment in life, the family environment is a place to learn and declare themselves as social humans in their interaction relationships with groups so that communication and warm relationships between parents and

children will help children in solving problems, especially in students in the learning process is the key term that is the most vital in every educational endeavor, so that without learning there really is no education. Learning is acquisition of new experiences by individuals in the form of relatively permanent behavioral changes, as the basis for the existence of processes in the form of learning interactions with objects (knowledge) or through reinforcement in the form of experience with objects in the learning environment. Motivation is a very important element in learning. Learning motivation can determine whether or not to achieve the goals, the greater the motivation they have, the greater success in learning.[4]

Motivation to learn is a determining factor and function raises, underlies and directing the learning actions in this study found that there is a significant influence between learning motivation towards students' self confidence, if students have motivation in learning then their learning achievement will be good or high.

Based on the phenomena that occured in the field, researchers suspect that the decrease in self confidence is a lack of confidence in their own abilities, acting inappropriately in making decisions, having a bad attitude when experiencing failure and embarrassment in expressing opinions according to their abilities. This is actually carried on when there is no good social support in the environment where the individual lives, especially family and peers and another reason is lack of motivation to learn passionately in taking knowledge / education, so that individuals think that That the knowledge being studied and given is less beneficial to the individual.

Based on the explanation above, from the real data in the field, the author conducted a study to find out whether or not there was an influence of social support and learning motivation on self confidence at Sekolah Menengah Kejuruan (SMK) MULTICOMP students in Depok.

2. Method

This study using descriptive quantitative research methods, namely a research method that is used with the main goal to make a picture, distribution or graphic of an situation objectively. Quantitative descriptive research method is used to solve or answer the problems faced in the current situation.

In this study, data obtained based on questionnaire retrieval with variables effect of social support and learning motivation on self confidence at SMK MULTICOMP students in Depok. In this study, it is a kind of quantiative descriptive research and approach with a cross sectional design, namely research whose data collection is carried out at one point. The method in this study uses the questionnaire filling sheet.

Population is the whole object to be studied. The population of this study is all students who are studying at SMK MULTICOMP DEPOK data retrieval techniques using accidental sampling at SMK MULTICOMP Depok.

The data collection of this study used primary data using questionnaires containing questions based on the variables studied about the variables effect of social support and learning motivation on self confidence in SMK MULTICOMP students in Depok. Questionnaires were distributed to be filled out directly by respondents who were taken as samples to extract information on independent and bound variables. Data filling is done by the respondent himself. Data collection was done by means of primary data collection, data collection instruments is in the form of questionnaires to measure how much the variable of social support and learning motivation towards self confidence in SMK MULTICOMP in Depok. The measurement scale used for the questionnaire measuring social support is 16 items, measuring learning motivation 19 items and measuring self confidence 17 items using a Likert scale with answers with choices strongly agree = 5, agree = 4, neutral = 3, disagree = 2 and very not agree = 1 or vice versa.

Data analysis includes univariate analysis and linear regression analysis with stepwish. Univariate analysis is the analysis performed on each variable from the results of the study. In general, this analysis only produces frequency distributions and percentages of each variable. The results of the univariate analysis are presented in the form of a table by describing the size of the presentation which aims to see the frequency distribution of all the variables studied. Liner regression analysis with the stepwish method is an analysis performed on more than 2 variables that are suspected of having correlation. This analysis is conducted to determine the effect of the independent variable (dependent) and the dependent variable (independent).

Univariate analysis is to explain and analyze the frequency distribution of gender variables (gender).

The statistical test used is linear regression with the stepwish method. By using 95% confidence level with α 0.05. If p <0.05, then it means there is an influence between independent and bound variables. But if p 5 0.05, then interpreted there is no influence between the factors associated with self confidence of students at SMK MULTICOMP Depok. Data presentation technique is a way of how to present the data as well as possible so that it is easily understood by the reader. The presentation of research data must be presented in three ways including through verbal presentation is a way to use research results in the form of a sentence that is easily understood by the reader.

Mathematical presentation is the presentation of research results by using numbers in the form of tables in symbols of mathematical numbers. Visual presentation is the presentation of research results using graphics, maps, images and so on. Visual presentation is usually a combination of complementary mathematical offerings or verbal offerings.

3. Results

Data collection was carried out by distributing 220 questionnaires. The questionnaires that have been filled and returned are 180 questionnaires, with 30 validity tests the remaining 150 questionnaires which can be tested for influence following the characteristics of the respondents

found in the field. Based on the table 1 of students' gender of SMK MULTICOMP in Depok, the results were obtained.

Table 1: Univariate Analysis

Variabel	Frekuensi	Persentasi (%)
Gender		
Wanita	77	51.3
Laki-laki	73	48.7

Table 1 shows the gender of female respondents as many as 77 respondents (51.3%) and male as many as 73 respondents (48.7%).

Table 2: Analysis of Coefficients with the Stepwish Method

	Model	Untandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
1	(Constant)	36.911	4.635		7.964	.000
	Social Support	.434	.077	.420	5.630	.000
2	(Constant)	30.749	5.216		5.895	.000
	Social Support	.334	.086	.323	3.861	.000
	Learning Motivation	.165	.064	.203	2.432	.016

Table 3: Model Summary with the Stepwish Method

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.420[a]	.176	.171	6.25892	.176	31.697	1	148	.000
2	.456[b]	.208	.197	6.15747	.032	5.917	1	147	.016
a. Predictors: (Constant), social support									
b. Predictors: (Constant), social support, learning motivation									

From the results of frequency distribution in table 3, Model 1 Summary R Square in this case shows that 17.6% is able to be answered by social support while the remaining 82.4% is answered by other variables. From the standard results, the error of estimate is 6.25892. Then it can be analyzed that the regression model with the existing stepwish method is good enough to act as a predictor with a value of F Change of 0.000 <0.05, then it is stated that there is a direct influence of social support for self confidence.

From the results of frequency distribution in table 3, Model 2 Summary R Square in this case shows that 20.8% of social support and learning motivation can be explained by self confidence. While the remaining 79.2% is caused by other reasons. From the standard results the error of estimate is obtained 6.15747 standard deviation standard deviation for self confidence is 6.87348. Then it can be analyzed that the existing regression model is quite good in acting as a predictor with the value of Significance F Change 0.016 <0.05, then it is stated that there is influence of social support and learning motivation on self confidence.

4. Discussion

This research is significant with a positive correlation which means that the better social support and learning motivation towards self confidence is given, the higher the student's self confidence in dealing with problems, being responsible, ability to get along and ability to accept criticism.

In line with the research of Afiatin, et al. (1994). The problem of lack of self confidence is experienced especially

Based on table 2 in model 1 the analysis of the effect of social support on self confidence, from the analysis above obtained Standardized Coefficients Beta = 0.420 and the significance value of social support at 0.000 <0.05. So it can be concluded that there is a significant effect of social support on self confidence.

Based on table 2 in model 2, the analysis of the effect of social support on self confidence, from the above analysis obtained Standardized Coefficients Beta = 0.323 and the significance value of self confidence of 0.000<0.05. So it can be concluded that there is a significant effect of social support on self confidence.

Based on table 2 in model 2, the analysis of the effect of learning motivation on self confidence, from the above analysis obtained Standardized Coefficients Beta = 0.203 and the significance value of self confidence of 0.016 <0.05. So it can be concluded that there is a significant effect of learning motivation on self confidence.

by adolescents aged of 14-17 years. Furthermore, it is explained that the lack of a sense of self confidence in adolescents is caused by psychological and sociological factors. Psychological factors related to the development of adolescents who are experiencing many changes, both physically, psychologically, and socially. This period is referred to as a period of identity crisis so that teenagers feel hesitant and awkward towards the role they carry. This situation is aggravated by the view of parents or other adults that adolescents have not been able to overcome their own problems, so this will weaken the sense of self confidence. Sociological factors that cause a lack of sense of self confidence in adolescents are related to social demands outside of adolescents. In general, parents and teachers give more attention and appreciation to adolescents with good academic performance.[5]

Researches that have been conducted to increase self confidence are carried out by Eliyawati (1989), who examines subjects (small entrepreneurs) with training in achievement motivation. The results showed that the subjects of the experimental group namely those who took part in the achievement motivation exercise had increased self-confidence compared to the control group subjects.[6]

Learning motivation is inseparable from intrinsic and extrinsic motivation that accompany it. basically learning motivation can be well developed through fun learning programs, based on the results of Afiatin and Andayani's research (1994) said that motivation to learn is a psychological element that is important and has a significant relationship with the achieved success. Subjects who have

higher learning motivation will have a faster chance of success than subjects who lack learning motivation, so that the subject's self confidence tends to be high so that competition in learning activities tends to be active.[5]

Safitri's research (2010) revealed the influence of social support and learning motivation on self confidence obtained a positive effect because individuals have a sense of self confidence in their own abilities. Trust or confidence in the abilities that exist in the individual is one of the characteristics of individuals who are confident. By acting independently in making decisions. Have a positive sense of yourself. And dare to express opinions. There is an attitude to be able to express in oneself that wants to be revealed to other individuals without any coercion or feeling that can hinder such disclosure.[7]

5. Conclusion

There is influence of social support for self confidence in SMK Multicomp Depok students with a significance value of social support of 0.000 <0.05. There is an effect of learning motivation on self confidence in students of SMK Multicomp Depok with a significance value of self confidence of 0.016 <0.05.

6. Suggestion

From the results of this study, the following suggestions were proposed:

1) Theoretical
As a useful contribution to the field of psychology and to enrich the instruments of previous studies. The point is that further research is suggested to examine other factors that influence self confidence, such as parenting in students, physical appearance of students, family and peer relationships that influence personality patterns in self-concept and situation.

2) Practical
For students
Based on the results of the study, it is expected that individuals in social support from social support will have an open attitude from individuals, instrumental support, namely providing needed facilities, and informational support, namely giving advice to individuals on the behavior carried out, while learning motivation is individual interest and attention to work , the responsibility of individuals to carry out their learning tasks, the sense of pleasure in working on the assignment from the teacher and the reaction shown by the individual to the stimulus given.

For SMK MULTICOMP
Based on the results of the study, it is expected that school institutions can help students improve the values of self confidence in their students by providing good social support in the presence of this, so that from the four supports, namely (emotional, reward, instrumental and informational) can walk with well. Besides ,schools can also send counseling counselors or psychology educators to see and understand the status of students so that they can motivate students to learn.

References

[1] Siska, Sudardjo dan Purnamaningsih, (2003). Pengaruh Self Confidence dan Persepsi Anak terhadap Perhatian Orang tua dengan Persepsi Belajar pada Penyandang Tuna Daksa. Jurnal Psikologi. No.1, 33-40.
[2] Lauster, P (2003) Tes Kepribadian (Terjemahan D.H.Gulo). Jakarta: PT. Gramedia Pustaka Utama.
[3] Gottlieb, B. H (1983) *Social Support Strategies : Giddelines for Mental Health Practie.* London : Sage Publication
[4] Widanarti, N dan Indati, A. (2002). Hubungan antara Dukungan Sosial Keluarga dengan Self Confidence pada Remaja di SMU Negeri 9 Yogyakarta. Jurnal Psikologi. No 2, 112-123. Yogyakarta: Universitas Gadjah Mada.
[5] Afiatin dan Andayani. (1994). Peningkatan Kepercayaan Diri Remaja Menganggur melalui Kelompok Dukung Lembaga Sosial. Laporan Penelitian (tidak diterbitkan). Yogyakarta : Lembaga Penelitian UGM.
[6] Eliyawati (2015) Pengaruh antara spiritual coping dengan proses pencapaian kebermaknaan hidup pada pecandu narkoba di panti rehabilitasi. *Vol IX No 1 Pebruari 2014*.
[7] Safitri, D. (2010). Hubungan Antara Kepercayaan Diri Dengan Penyesuaian Sosial Mahasiswa di Fakultas Psikologi Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. Skripsi. (tidak diterbitkan) Fakultas Psikologi Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang.