Social Support and Self-Efficacy of Motivation: A Study of SMP Islamic Hope of Integrated Insan, Karawang, West Java

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ABSTRACT---_Fundamentally, self-efficacy can move the students' motivation in the face of failure so as to have the endurance to resolve every problem in their learning. High confidence with social support make students motivated to continue learning._

Keywords---_social support, self-efficacy, motivation_

I. PRELIMINARY

Education is very important that school children / students can develop their own potentials, especially at the junior level are included in the category of early adolescence in which students feel the shift changes between childhood to adulthood that includes changes in the biological, cognitive, and social-emotional (Santrock, 2009). According to Uno (2017) explains that the motivation and learning are the two things are mutually exclusive. Each student has the internal conditions played a role in her daily activities, one of the internal condition is motivation. , Coaching Foundation House of Hope and Hope Insan School Isam different from other schools, it is expected that students have a strong belief and make students confident of his ability to solve problems.

II. METHOD

The population in this study were junior high school students totaling 165 students. The sample used for the study were 117 students, with Simple Random Sampling technique. The data collection is done with the model Likert scale with five answer choices. This study uses three scales namely social support scale is based on aspects of social support from Smet, Self-efficacy scale based on aspects of Abdullah, scale Motivation based on aspects of Sardiman. Analisisi method of data used is multiple linear regression using SPSS 24.

Sampling using probability sampling technique with the kind of simple random sampling. The amount of sample is determined through a formula Slovin with an error rate of 5%, it showed 117 students. Collecting data using questionnaires. Test the hypothesis of social support on motivation to learn obtain values of 6.947 t-test with a significance of 0.000. Then the hypothesis test between self-efficacy on motivation to learn scored 9.622 t-test with a significance of 0.000 which means there is influence between the variables of self-efficacy on motivation to learn. Then, to test the hypothesis of social

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support and self-efficacy on motivation to learn acquire the F-count value of 52.701 with a significance of 0.000 which means there is influence between the variables of social support and self-efficacy together on motivation to learn

III. RESULTS AND DISCUSSION

Based on the results of hypothesis testing is done by using multiple linear regression analysis with the help of a computer program SPSS version 24 indicates that there is influence between social support and self-efficacy on the students motivation Isam Insan School junior Hope. Test the hypothesis of social support on motivation to learn obtain values   of 6.947 t-test with a significance of 0.000. Then the hypothesis test between self-efficacy on motivation to learn scored 9.622 t-test with a significance of 0.000 which means there is influence between the variables of self-efficacy on motivation to learn. Then, to test the hypothesis of social support and self-efficacy on motivation to learn acquire the F-count value of 52.701 with a significance 0, 000 which means there is influence between the variables of social support and self-efficacy together on motivation to learn. According to Hamzah (in Sholihah, 2015) suggested that the motivation to learn is an encouragement incurred by their internal and external influences so that students are willing to make changes behavior or activity is better than the previous situation.

The influence of internal covers self-efficacy is the belief of students, according to Bandura (in Ernawati, 2017) which explains that faith also affects the way over the choice of actions of students, how much effort they are doing, how long they will persevere in the face of failure, and how strong their resilience to face the problem. While external influences include social support, which is in line with that proposed by Sears (in Mulyana, et al., 2015) that social support is an interpersonal relationship in which individuals provide assistance to other individuals and the assistance provided in the form of participation, emancipation, motivation, information provision and an appreciation or assessment of the individual.

The more effective the stronger social support and self-efficacy of the students, the higher learning motivation, and increasingly ineffective social support and weaker self-efficacy of the students, the lower the learning motivation. From these statements may address that social support and self-efficacy is closely related to the motivation to learn because it helps students in overcoming the problem in learning activities. The results are consistent with previous research conducted by Ernawati in 2017 who obtained the results of the influence of self-efficacy and social support for students' motivation in class XI MA. Anwar Matholi'ul Lamongan.

IV. CONCLUSION

So it can be concluded that the influence of social support and self-efficacy on the students motivation SMP in Karawang Hope SIT personnel. Therefore with effective support will make the students have the confidence to be able menyelesesaikan problems faced. Self-efficacy is a key factor of all human actions (human agency), what people think, believe and feel affects how they act. A shared conviction of the student as well as the support given from people around the student should be able to make students more motivated to continue learning.

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