



THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND FAMILY SUPPORT WITH STUDENT INVOLVEMENT IN INTEGRATED ISLAMIC SMP ULIL ALBAB PEMATANG SIANTAR

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ABSTRACT

Empirically, this study aims to see the correlation between achievement motivation and family support with student involvement. Student engagement is the frequency with which students have a will in routine activities and school programs both inside and outside the classroom with behavioral, emotional and cognitive indicators during their studies at school. The population of this study were 120 students and 120 students as the research sample, with the sampling technique using the total sampling technique. The data collection technique used a scale, namely the student engagement scale, the achievement motivation scale and the family support scale. Data analysis techniques and hypothesis testing use the structural equation model-partial least squares (SEM-PLS) method. The results showed that the proposed hypothesis was accepted, namely: (1) there was a correlation between achievement motivation and student engagement, with a t-count of 2.623 > 1.96 and a p-value of 0.009 < 0.05, and a significant positive correlation. (2) there is a correlation between family support and student engagement, with a t-count of 2.645 > 1.96 and a p-value of 0.008 < 0.05, and a significant positive correlation. (3) there is a correlation between family support and student engagement, with an R² value of 0.202 (20.2%), however, the correlation between the two independent variables is weak. 0.008 < 0.05, and a significant positive correlation.

Keywords: *Achievement Motivation, Family Support, Student Engagement*

1. INTRODUCTION

Education is an important factor for the progress of a nation. Various efforts have been made by the government, schools, teachers and students to achieve educational success. Inappropriate ways of guiding students can result in students being reluctant to develop themselves. Various conditions can cause students to not have a strong drive to learn. This condition is called "disengaged" which is the opposite of engagement. Engagement is a positive attitude and willingness to carry out a certain activity as indicated by a sense of vigor, dedication, and absorption (Bakker & Jones, 2020). There are three aspects of engagement (involvement) which are very important to improve the quality of students, namely fun, dedication and good absorption. Student engagement is the focus of researchers in the world of education in pursuing an education system that is effective and age-appropriate for students. Students can be an alternative that will be useful in building systems so that the implementation of reducing information in the form of knowledge from teachers and other sources to students can be more successful (Sandra et al, 2018).

According to Finn et al (2013), a student can be said to have student engagement if he has positive behaviors in school activities such as following existing rules and norms, the absence of disruptive behavior such as truancy or behavior that can invite problems and students are actively involved. in the entire academic process. But in reality there are still students who have low student

engagement in participating in the learning system at school (Fredricks et al 2014). According to Connell et al (2019), behaviors that may indicate students have low student engagement are decreased motivation to learn, high student dissatisfaction, feeling bored with the academic process being undertaken and low academic achievement. According to Glanville, J. & Wildhagen, T. The importance of student involvement in school is very much realized by educators. Fredricks, et al (2014) explained that researchers, educators and educational policy makers are currently more focused on student involvement as the key to overcoming problems in students with low achievement, bored and alienated, and high drop out rates. Student involvement is the result of ethical, principled, moral responsibilities that have been agreed upon by all parties. Over time involved makes students able to translate more towards interest, attention, concentration on, or awareness of something. Therefore, students are engaged when they listen carefully and pay attention in class (Axelson & Flick, 2017).

The pre-research was conducted on 120 students of the ULIL ALBAB INTEGRATED ISLAMIC MIDDLE SCHOOL, Pematang Siantar, (October to December 2022) with the assistance of teachers and homeroom teachers, problems were found, namely; (1). Students have difficulty concentrating on learning, (2). Students experience boredom, (3). Students do not understand the material presented by the teacher, (4). Students have difficulty obtaining learning resources, (5). Students lack assistance from parents. The phenomenon found at Ulil Albab Pematang Siantar Integrated Islamic Middle School is the emergence of maladaptive behavior in the form of behavior that shows low student involvement in learning, namely students seem less actively involved in participating in the learning process in the classroom; chooses to sit in the back, does not provide writing instruments, prefers to hold a mobile phone rather than take notes. More interested in chatting activities than listening to the delivery of material from the teacher. *Student engagement* (student engagement) to students is influenced by many things, basically the factors that influence student engagement are internal factors and external factors to students. Internal factors that come from the students themselves, namely: individual needs such as the need for connectedness, the need for autonomy, and competence, student self-confidence, achievement motivation, religiosity (religious thoughts) (James, 2013) planning of student goals (Roebken, 2017) characteristics individual (Griffiths et al, 2019), Gratitude (Van Ryzin et al, 2019) interest in the task (Skinner et al, 2012). In addition to internal factors, student involvement is also influenced by external factors, namely family support.

Student engagement (student engagement) is a major factor in academic achievement and completion of studies. (Fredricks at all, 2016). One of the internal factors that play a role in increasing student engagement that we want to highlight is achievement motivation and the external factor is family support. From the description above, the researcher is interested in conducting research with the title "The Relationship between Achievement Motivation and Family Support with Student Engagement in Ulil Albab Pematang Siantar Integrated Islamic Middle School Students.

2. RESEARCH METHOD

The place or location of the research is Ulil Albab Pematang Siantar Integrated Islamic Middle School. Tomuan Street, Siantar District, Tim. City of Pematang Siantar - North Sumatra 21151. The time of the study started from October 2022 to April 2023. The population in this study were all students of Ulil Albab Pematang Siantar Integrated Islamic Middle School.

Table 1. Number of Integrated Islamic Middle School Students

No	Class	Amount
1	VII	42 people
2	VIII	28 people
3	IX	50 people
Total		120 people



The sampling technique used was the Total Sampling Technique, thus the entire population was used as a sample in this study, amounting to 120 people. Data analysis and hypothesis testing in this study used the structural equation model – partial least square (SEM-PLS) method. The outer model equation can be written as follows:

$$Y1 = b1X1 + b2X2 + b3Y + e \dots\dots\dots (1)$$

$$Y2 = b1X1 + b2X2 + b3Y + e \dots\dots\dots (2)$$

$$Y3 = b1X1 + b2X2 + b3Y + e \dots\dots\dots (2)$$

Information:

Y1= Behavioral Dimension

Y2 = Cognitive Dimension

Y3 = Emotional Dimension

Y = Student Engagement

X1 = Achievement Motivation

X2= Family Support

a= constants: b1, b2, b3 =intercept, e=error term

3. RESULTS AND DISCUSSION

Testing of the inner model or structural model is carried out to see the relationship between variables, the significance value and the R-square of the research model. The structural model is evaluated using R-square for the dependent variable.

Table 2.R Square (R²)

Dependent Variables	R Square	R Square Adjusted
STUDENT ENGAGEMENT (Y)	0.215	0.202

Source: Research Results, 2023 (Processed Data)

Table 2 above shows the R-square value of the Student Engagement variable of 0.215, meaning that the variability of Student Engagement can be explained by Achievement Motivation and Family Support of 21.5%. The higher the R-square value, the greater the ability of the independent variables to explain the dependent variable so that the structural model is better. Hypothesis testing is based on the values contained in the structural model analysis, the significance level of the path coefficient is obtained from the t-value and the standardized path coefficient value. The limit for testing the hypothesis is that the t-value of the factor loadings is greater than the critical value (≥ 1.96 or p-value < 0.05).

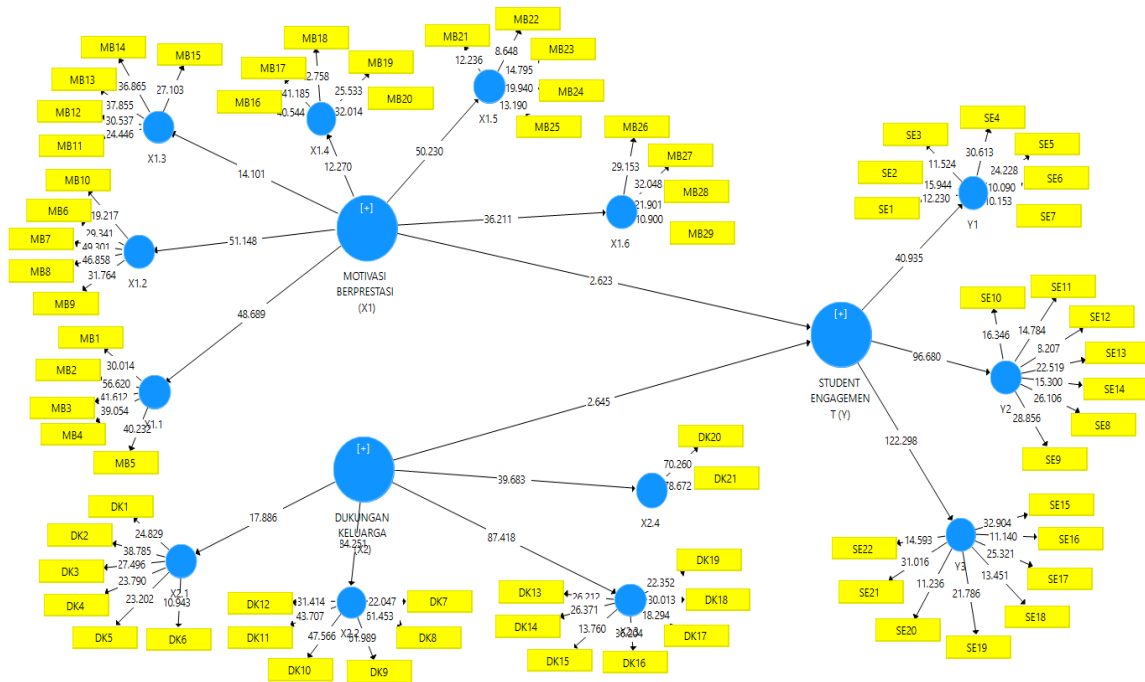


Figure 1. Stage 2 Fit Model (PLS_Bootstrapping)

Table 3. Table of Path Coefficients

Path Coefficients	Original Sample	Sample Means	Standard Deviations	T Statistics	P Values
FAMILY SUPPORT (X2) → STUDENT ENGAGEMENT (Y)	0.266	0.269	0.101	2,645	0.008
ACHIEVEMENT MOTIVATION (X1) → STUDENT ENGAGEMENT (Y)	0.25	0.25	0.095	2,623	0.009

Source: Research Results, 2023 (Processed Data)

3.1. Simultaneous Hypothesis Testing

Testing the coefficient of determination was carried out with the intention of measuring the model's ability to explain how the effect of the independent variables jointly (simultaneously) affects the dependent variable which can be indicated by the value of Adjusted R-Squared (Ghozali, 2016). The coefficient of determination shows the extent to which the contribution of the independent variables in the regression model is able to explain the variation of the dependent variable. The coefficient of determination can be seen through the value of R-square (R²) in the Model Summary table. According to Ghozali (2016) the small value of the coefficient of determination means that the ability of the independent variables to explain the dependent variable is very limited,

The coefficient of determination test was carried out to find out how much the endogenous variables were simultaneously able to explain exogenous variables. The higher the R² value means the better the prediction model of the proposed research model. The coefficient of determination test (R²) is carried out to determine and predict how big or important the contribution of the influence given by the independent variables jointly to the dependent variable. The value of the



coefficient of determination is between 0 and 1. If the value is close to 1, it means that the independent variable provides almost all the information needed to predict the dependent variable. However, if the R² value gets smaller, it means that the ability of the independent variables to explain the dependent variable is quite limited (Ghozali, 2016). According to Chin (1998), the R-Square value is categorized as strong if it is more than 0.67, moderate if it is more than 0.33 but lower than 0.67, and weak if it is more than 0.19 but lower than 0.33.

The following are the results of the test for the coefficient of determination in the SMART PLS software in this study, which can be seen in table 6 below:

Table 4.Coefficient of Determination (R-Square Value)

Dependent Variables	R Square Adjusted	Information
STUDENT ENGAGEMENT (Y)	0.202	Weak

Source: Research Results, 2023 (Processed Data)

Based on Table 4.7 the value of the Coefficient of Determination (R-Square) on the endogenous variable Student Engagement is 0.202, this indicates that all independent/free variables simultaneously have an influence of 20.2% on Student Engagement (dependent/dependent variable). While the remaining 79.8% is influenced by other variables not tested in the study.

Table 5.Hypothesis Testing Results

Description	Hypothesis	Test results
(1)	(2)	(3)
H1	There is a relationship between achievement motivation and student engagement	ACCEPTED with a t-count of 2.623 > 1.96 and a p-value of 0.009 < 0.05. significant positive relationship.
H2	There is a relationship between family support and student engagement	ACCEPTED. With a t-value of 2.645 < 1.96, and a p-value of 0.008 < 0.05. significant positive relationship
H3	There is a relationship between achievement motivation and family support together with student engagement	ACCEPTED. With an R-square value of 0.202 (20.2). The relationship between the two independent/free variables is weak with the dependent variable

Source: Research Results, (Data Processed, 2023)

3.2. There is a Relationship between Achievement Motivation and Student Engagement

Based on the results of data analysis it is known that the proposed hypothesis is accepted, namely there is a relationship between achievement motivation and student engagement, with a t-count of 2.623 > 1.96 and a p-value of 0.009 < 0.05, and a significant positive relationship. The findings of this study confirm the opinion of experts, including Morgan (2019) who said that motive is something that moves or spurs people to behave. Motives are sometimes defined as the needs, desires, drives, or impulses of an individual. Motives cause and maintain individual behavior and are directed towards goals, whether consciously or not. Motives help the occurrence of activities to satisfy needs (Harding, 2020). Meanwhile, Robbins, (2018) argues that motivation is an individual's willingness to expend a high level of effort for organizational goals, which is conditioned by the ability of efforts to fulfill individual needs. In line with this opinion, Munandar, (2011), argued that motivation is a process in which needs encourage a person to carry out a series

of activities that lead to the achievement of certain goals. If the needs have been met then satisfaction will be achieved. A group of unsatisfied needs will cause tension, so it is necessary to carry out a series of activities to seek the attainment of specific goals that can satisfy this group of needs, so that tension is reduced.

The results of this study also support several previous studies which showed that there is a relationship between achievement motivation and student engagement. Previous research by Akpan and Umabong (2013) suggests that there is a significant positive relationship between achievement motivation and student engagement. Galugu and Amriani (2019) stated that there is a positive and significant relationship between achievement motivation and student engagement. Martin, Martin and Evans (2016) suggest that achievement motivation has a positive influence on student engagement. Wang and Eccles (2013) suggest that there is a positive influence of achievement motivation on student engagement.

3.3. There is a Family Support Relationship with Student Engagement

Based on the results of data analysis it is known that the proposed hypothesis is accepted, namely there is a relationship between family support and student engagement, with a t-count of $2.645 > 1.96$ and a p-value of $0.008 < 0.05$, and a significant positive relationship. The findings of this study are in line with the definition of family support where Friedman (2013) explains family support is an attitude, an act of family acceptance of family members, in the form of informational support, appraisal support, instrumental support and emotional support. Family support is a form of interpersonal relationship that includes attitudes, actions and acceptance of family members, so that family members feel that someone is paying attention. Family support is assistance that can be given to other family members in the form of goods, services, information and advice that can make the recipient of support feel loved, valued, and at ease. This support is the attitude, action and acceptance of the family towards sick sufferers. Family support received by one family member from another family member in order to carry out the functions contained in a family. The form of family support for family members is morally or materially. The existence of family support will have an impact on increasing student learning motivation. Family support received by one family member from another family member in order to carry out the functions contained in a family. The form of family support for family members is morally or materially. The existence of family support will have an impact on increasing student learning motivation. Family support received by one family member from another family member in order to carry out the functions contained in a family. The form of family support for family members is morally or materially. The existence of family support will have an impact on increasing student learning motivation.

Meanwhile Yulianto, (2018) defines support as giving motivation or encouragement and advice to others, family support is given to get a sense of enthusiasm for students in the learning process. Family support, even if it is in the form of expressions through empathy and acceptance, will further help to create student enthusiasm in the learning process. Parents are obliged to give attention and affection to help increase enthusiasm for the future, so that the child can obtain a purpose in life in carrying out what will be his wish. According to Estell and Perdue (2019) compared to peer and teacher support, parental and family support that has existed since the child was small turned out to have a significant impact on student engagement / involvement of teenage students in school. According to Curtis, during the learning process, parents are expected to be able to support their teenagers such as helping to make study schedules, prepare lesson materials, communicate with teachers about their children's learning performance, and provide and strengthen children's learning enthusiasm (Curtis, in Stevens & Borup, 2015).

3.4. There is a Simultaneous Relationship between Achievement Motivation and Family Support with Student Engagement

Based on the results of data analysis, it is known that the hypothesis proposed in this study is accepted, namely that there is a relationship between family support and student engagement,



with an R2 value of 0.202 (20.2%), however, the relationship between the two independent variables is weak. Various conditions can cause students to not have a strong drive to learn. Involvement is a positive attitude and willingness to carry out a particular activity which is shown by pleasure, high dedication, and absorption, and these three aspects of involvement are important indicators for improving student quality. (Bakker & Jones, 2020). Increasing engagement (involvement) in students is very important. Students who are involved in everything in the teaching and learning process will have a sense of joy in learning, both at school, in groups, and in independent learning. Enjoyment in learning is the first step that must be raised. Learning without being encouraged by pleasure in carrying out these activities will not be effective. A student must also have dedication to himself. Dedication in improving self-ability through learning needs to be constantly improved. Dedication is a feeling that exists within a person where he expends all his power and effort to achieve something that is already his target (Bakker & Jones, 2020). High dedication to students will encourage him to continue learning. Apart from joy and dedication, someone is said to have good engagement if he has good absorption. Absorption has the meaning of having concentration on a particular activity.

The involvement of students is currently the focus of researchers in the world of education in seeking an education system that is effective and age-appropriate for students. To build such an education system requires long-term commitment from stakeholders in the world of education. Student involvement is important for every student to have, this emphasis needs to be understood by the school as an education facilitator, parents as the closest figures to students and the students themselves. Student involvement can be an alternative that will be useful in building a system so that the implementation of reducing information in the form of knowledge from teachers and other sources to students can be more successful (Sandra et al, 2018).

4. CONCLUSION

There is a relationship between achievement motivation and family support with student engagement with an R-square value of 20.2% where the relationship between the two independent variables is weak with the dependent variable. For this reason, it is necessary to hold training on achievement motivation, how to communicate well, or other training that can increase the involvement of students. With the hope that students will be better able to explore the abilities they have and channel them in good conditions without harming any party.

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