

THE EFFECT OF PARENTAL SUPPORT AND INTRINSIC MOTIVATION ON SELF-EFFICACY OF VOCATIONAL HIGH SCHOOL STUDENTS IN MEDAN

The Impact of Parental Support and Intrinsic Motivation on the Self-Efficacy of Vocational School Students in Medan

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Abstract

This study aims to examine the influence of parental support and intrinsic motivation on the self-efficacy of students at SMK Sultan Iskandar Muda Medan. A quantitative correlational method was employed using multiple linear regression analysis. A total of 220 students were selected through purposive sampling. The instruments used included Likert-type scales for parental support, intrinsic motivation, and self-efficacy. The analysis revealed that both variables had a positive and significant effect on self-efficacy ($p < 0.05$), with a simultaneous contribution of $R^2 = 81.8\%$. These findings highlight the importance of social support and internal motivation in fostering students' self-confidence, particularly in academic contexts.

Keyword; Self-Efficacy; Parental Support; Intrinsic Motivation

Introduction

Vocational education is a crucial pillar in producing graduates who are ready for work, entrepreneurship, and further education. However, BPS (2024) data shows that vocational high school graduates still dominate the open unemployment rate. One aspect influencing student readiness is self-efficacy, which is an individual's belief in their ability to complete specific tasks (Bandura, 1997).

Method

Participants

The population of this study was active students of Sultan Iskandar Muda Medan Vocational School in 2025, totaling 220 students.

Research Instruments

This study used the self-efficacy scale (Bandura, 1997), the parental support scale (Friedman, 2010), and the intrinsic motivation scale (Ryan & Deci, 2000) arranged in Likert format. Data analysis was conducted using multiple linear regression.

Data Analysis Techniques

The data analysis technique used in this study is Multiple Regression

Results

There is a positive and significant influence between parental support on self-efficacy ($p < 0.05$). - There is a positive and significant influence between intrinsic motivation on self-efficacy ($p < 0.05$). - Simultaneously, parental support and intrinsic motivation contribute significantly to increasing student self-efficacy ($R^2 = xx\%$). This finding aligns with Bandura's (1997) theory, which emphasizes that self-efficacy is formed from social experiences and internal motivation. Parental support, as a form of social support, provides a sense of security and validation of students' abilities. Intrinsic motivation encourages students to continue striving and feel satisfied with their

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achievements (Ryan & Deci, 2017). This study shows that parental support and intrinsic motivation have a positive and significant influence on vocational high school students' self-efficacy. Therefore, parental involvement and the development of intrinsic motivation need to be considered in the development of vocational education programs

Descriptive analysis

Table 1. Descriptive Statistics based on Empirical

Variable	Minimum	Maximum	Mean	Standard Deviation
Parental Support (X1)	63	109	83.36	6.64
Intrinsic Motivation (X2)	59	92	70.89	4.95
Self-Efficacy (Y)	42	72	54.59	4.59

Based on Table 1:

- ⇒ The minimum value of Parental Support (X1) is 63, with a maximum value of 109. The average of Parental Support (X1) is 83.36, with a standard deviation of 6.64.
- ⇒ The minimum value of Intrinsic Motivation (X2) is 59, with a maximum value of 92. The average of Intrinsic Motivation (X2) is 70.89, with a standard deviation of 4.95.
- ⇒ The minimum value of Self-Efficacy (Y) is 42, with a maximum value of 72. The average Self-Efficacy (Y) is 54.59, with a standard deviation of 4.59.
- ⇒

Table 2. Descriptive Statistics based on Hypotheses

Variable	Minimum	Maximum	Mean	Standard Deviation
Parental Support (X1)	26	130	78	17.33
Intrinsic Motivation (X2)	20	100	60	13.33
Self-Efficacy (Y)	15	75	45	10

Based on Table 2:

- ⇒ The minimum value of Parental Support (X1) is 26, with a maximum value of 130. The average of Parental Support (X1) is 78, with a standard deviation of 17.33.
- ⇒ The minimum value of Intrinsic Motivation (X2) is 20, with a maximum value of 100. The average of Intrinsic Motivation (X2) is 60, with a standard deviation of 13.33.
- ⇒ The minimum value of Self-Efficacy (Y) is 15, with a maximum value of 75. The average Self-Efficacy (Y) is 45, with a standard deviation of 10.
- ⇒

Table 3. Categorization based on Parental Support (X1)

Parental Support (X1)	Frequency	Percentage
Low: $X < 65.70$	23	10.22
Medium: $65.70 \leq X \leq 104.73$	162	72.00
Height: $X > 104.73$	40	17.78
Amount	225	100.00

Based on Table 3, the majority of respondents are in the moderate category, namely 162 (72%).

Table 4. Categorization of Intrinsic Motivation (X2)

Intrinsic Motivation (X2)	Frequency	Percentage
Low: $X < 55.40$	35	15.56
Medium: $55.40 \leq X \leq 85.71$	158	70.22
Height: $X > 85.71$	32	14.22
Amount	225	100.00

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Based on Table 4, the majority of respondents are in the moderate category, namely 158 (70.22%).

Table 5. Categorization based on Self Efficacy (Y)

Self-Efficacy (Y)	Frequency	Percentage
Low: $X < 42.36$	34	15.11
Medium: $42.36 \leq X \leq 63.74$	163	72.44
Height: $X > 63.74$	28	12.44
Amount	225	100.00

Based on Table 5, the majority of respondents were in the moderate category, namely 163 (72.44%).

Hypothesis Testing

- 1.1.1. The results of the hypothesis test show that Parental Support (X1) has a significant positive effect on Self-Efficacy (Y), which means that the higher the parental support a person receives, the higher the self-efficacy the individual feels.
- 1.1.2. Intrinsic Motivation (X2) has a positive effect on Self Efficacy (Y), which means that the higher the parental support a person receives, the higher the self-efficacy the individual feels.
- 1.1.3. Parental Support (X1) and Intrinsic Motivation (X2) together or simultaneously have a significant effect on Self Efficacy (Y) of 88.1%, the remaining 11.9% is caused by other variables or factors.

Discussion

Based on the results of the regression coefficient value of the Parental Support variable (X1) is 0.199, which is positive. This means that Parental Support (X1) has a positive effect on Self Efficacy (Y). It is known that the t statistic or t count of Parental Support (X1) is $7.625 > t_{table} = 1.97$ and the Sig. value is 0.000, which is < 0.05 significance level, then Parental Support (X1) has a significant effect on Self Efficacy (Y). So it is concluded that Parental Support (X1) has a positive and significant effect on Self Efficacy (Y). This means that the higher the parental support a person receives, the higher the self-efficacy the individual feels. The vocational high school students in this study are adolescents who still live with their parents, as Hurlock (2020) stated, ranging in age from 15 to 17. Adolescence faces many demands, especially those related to academic tasks. This crisis period causes emotional stress and disrupts psychological development. According to Bandura (in Feist and Feist, 1998), this unstable emotional and psychological state can hinder the development of adolescent self-efficacy.

The research findings show the influence of parental support on self-efficacy, as seen from the results of the regression coefficient value of 0.199, which means 19.9%, and it appears that the greater influence is in the form of advice, counsel, and guidance, in this case emotional support. This is in line with Bandura's (1986) opinion that individuals who are guided by advice, counsel, and guidance can improve their abilities, thereby helping the individual achieve their desired goals. Social support will be effective if the person providing it has power and is trusted by the individual, namely the family. Nauvalia (2021) added several factors that need to be considered to improve an individual's academic self-efficacy. External factors can also contribute to improving an individual's academic self-efficacy, including family support, teacher support, and peer support. The research results are known

The regression coefficient value of the Intrinsic Motivation variable (X2) is 0.427, which is positive. This means that Intrinsic Motivation (X2) has a positive effect on Self Efficacy (Y). It is known that the t statistic or t count of Intrinsic Motivation (X2) is $12.709 > t_{table} = 1.97$ and the Sig. value is 0.000, which is < 0.05 significance level, then Intrinsic Motivation (X2) has a significant effect on Self Efficacy (Y). So it is concluded that Intrinsic Motivation (X2) has a positive and significant effect on Self Efficacy (Y). This means that the higher a person's intrinsic motivation, the higher their self-efficacy, and vice versa, the lower their intrinsic motivation, the lower their self-efficacy. Intrinsic motivation is motivation that comes from within a person themselves, which is something that must be possessed (Elmi, 2013). In his research, intrinsic motivation can be measured using the following indicators: The urge to be responsible, wanting to achieve, trying to interact socially and wanting to work together with other people. Motivation plays a crucial role in a person's learning activities. Motivation is a key factor in determining success in the learning process; without it, a student cannot succeed. Successful self-motivation in the learning process is certainly related to various factors, one of which is self-efficacy (Devi, 2021). Furthermore, with motivation, students' interest in learning can grow, leading them to strive to mobilize all their

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resources and abilities to carry out learning activities. Without motivation, a goal cannot be achieved optimally. (Slavin in Nugrahani, 2013) Research conducted by Lestyanto (2013) states that there is a relationship between self-efficacy and motivation, where motivation not only creates will but also becomes the continuity of activities and provides direction to learning activities, so that the desired goals of the learning subject can be achieved. Nugrahani (2013) adds that there is a positive and significant relationship between self-efficacy and learning motivation. Bandura (Kurniyawati, 2012) explains that someone with high self-efficacy will be more motivated to achieve their goals. The higher a person's self-efficacy, the higher their motivation. This is reflected in the amount of effort they put in and their perseverance in overcoming obstacles. They will continue to work on their tasks, not giving up easily, and persevering when encountering difficulties. Students with high self-efficacy will try harder to overcome existing obstacles. A person's belief in their ability to perform a certain task well, their effectiveness at work, and their ability to assess their strengths to achieve what they desire.

The results of the study show that the calculated F value is 822.080 and the Sig. value is 0.000. It is known that the calculated F value is $822.080 > F \text{ table } 3.036$ and the Sig. value is $0.000 < 0.05$, then Parental Support (X1), Intrinsic Motivation (X2) together or simultaneously have a significant effect on Self Efficacy (Y). The results of the coefficient of determination (R-Square) are 0.881. This value can be interpreted that the variables of Parental Support (X1), Intrinsic Motivation (X2) are able to influence Self Efficacy (Y) by 88.1%, the remaining $100\% - 88.1\% = 11.9\%$ is explained by other variables or factors. Intrinsic motivation and parental support have a positive relationship with self-efficacy. Individuals with high intrinsic motivation tend to be more confident in their abilities (self-efficacy) and are motivated to achieve goals due to personal interests and enjoyment. Parental support, both emotional and instrumental, can also increase children's self-efficacy, particularly in terms of confidence to overcome challenges and achieve success. Intrinsic motivation can be a source of self-efficacy due to positive experiences associated with the tasks being performed. Parental support can provide a strong foundation for building self-efficacy. When parents provide appropriate support, children will feel more confident in their ability to learn and overcome problems. Intrinsic motivation and parental support can reinforce each other. Intrinsic motivation provides the drive to achieve, while parental support provides a conducive environment for the development of self-efficacy (Dedi, 2024). Intrinsic motivation and parental support are important factors in building self-efficacy. By fostering intrinsic motivation and providing positive support, parents can help children develop strong self-beliefs, which will ultimately motivate them to reach their full potential (Damanik, 2023).

Conclusion

- 1.1.4. The results of the study show that Parental Support (X1) has a significant positive effect on Self Efficacy (Y), which means that the higher the parental support a person receives, the higher the self-efficacy the individual feels.
- 1.1.5. Intrinsic Motivation (X2) has a positive effect on Self Efficacy (Y), which means that the higher the parental support a person receives, the higher the self-efficacy the individual feels. Parental Support (X1) and Intrinsic Motivation (X2) together or simultaneously have a significant effect on Self Efficacy (Y) of 88.1%, the remaining 11.9% is caused by other variables or factors.

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