

## Social Support and Achievement Motivation for College Students during COVID-19 Pandemic

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### Article Information

Submitted: 08 June 2022

Accepted: 13 June 2022

Online Publish: 20 June 2022

### Abstrack

*The educational field is one of the fields affected by the impact of COVID-19, in which college students include in sub-field that cannot be spared from the effect given by this pandemic. The researchers want to investigate the relationship between social support and achievement motivation on college students during this COVID-19 Pandemic. This research is using correlational quantitative research with a population of 165 college students and the sample research is 65 students in the Study Program of Psychology, Raden Rahmat Islamic University, Malang. A positive relationship between social support and achievement motivation is found in the results of research conducted on the college students of Study Program of Psychology, Raden Rahmat Islamic University, Malang. The higher social support given by the environment shows that the student's learning motivation is also higher.*

**Keywords:** Social Support; Achievement Motivation; COVID-19;

## **Introduction**

At this present time, the world is experiencing quite an alarming incident. All of the countries in the world are affected by this COVID-19 Pandemic and Indonesia is no exception. COVID-19 is a disease caused by a Coronavirus that has identified in 2019 (Organization, 2019). Coronavirus attacks the respiratory tract and is transmitted between humans (Setiawan, 2020). The status of this COVID-19 incident was declared by the government as a pandemic status, where the spread of this virus is quite massive and spread throughout all regions in the world, including Indonesia. The government has made several efforts so that the spread of this virus can be suppressed, one of them is by implementing learning from home (TURSINA, 2020). This implementation is instructed to all educational institutions in Indonesia including in Malang district, in which Raden Rahmat Islamic University, Malang.

Despite the pandemic, students still have to take part in learning from home using the help of online applications such as google meet, zoom, and others. This is done so that students do not miss the courses they are taking and remain productive even at home. College students are individuals who are involved in the field of learning at the university and are in the process of adulthood. They are individuals that are between the age of 18 until 25 years old. The developmental step experiencing by a teenager is emerging adulthood, in which they are still in the transition to be adults. One of the characteristics in emerging adulthood period is instability (Arnett, 2015). During this transition period, the students are exploring all areas of life, not infrequently they are involved in some issues related to education, friendship, and spouses.

The preliminary study did in students of the Study Program of Psychology, Raden Rahmat Islamic University shows that they tend to ignore academic assignments given. They postponed collecting the daily assignments and thesis. The students mentioned some problems they faced, such as the difficulty to get the signals which made them difficult to follow the lesson, the situation at home that did not supportive, and the difficulty to discuss with other students like when they have an offline lesson.

Some problems faced by the students usually happen because of the lack of social support which make them less motivated to study. According to Sarafino in Oktavia (2002), family, lecturers, and friends are the source of social support. Some of the cases we often encounter are the lack of social support from friends around students. Rejection has been given by the nearest environment, especially friends in the smooth learning process can have an impact on decreasing the motivation of these students. Decreasing motivation can have an impact on the students' achievement. An individual gets a comfortable feeling, a sense of care, and help from other individuals when there is social support in their environment (Sarafino & Smit, 2010). Social support is needed for an individual to avoid stress.

Positive social support received by students can help them in facing the learning demands and can be used as a motivator for students (Suciani & Safitri, 2014). The driving factor that can trigger individual achievement to become more active, disciplined, and focused on learning is the motivation (Toding et al., 2015). Achievement motivation is something that is needed in the learning process (Slavin, 2011). The students who can

accomplish the assignments given are the students who have high motivation. Nevertheless, the students with a high motivation that failed will be more able to endure longer when they did an assignment compared to the students with lower motivation (Slavin, 2011).

### Research Method

The research method used in this study was correlational quantitative. The study aimed to reveal the relationship between two variables: social support variable and achievement motivation variable in the Study Program of Psychology, Raden Rahmat Islamic University who was active in the even semester of 2020 during the COVID-19 Pandemic. The population used in this research was 165 college students of the Study Program of Psychology, Raden Rahmat Islamic University with 65 students as the sample.

Reliability from the measuring instrument to take the data in this research had been tested using internal consistency technic, with the result of social support is  $(x) = 0,825$  and achievement motivation  $(y) = 0,899$ . The measurement of the variables in this study using a Likert scale. The measuring instrument that was used to reveal the social support based on the aspects of = Sarafino (2002), such as emotional support, appreciation support, instrumental support, information support, and social integration. The measurement instrument of achievement motivation variable was referring to the aspects of achievement motivation stated by McClelland (McClelland, 1987), such as diligence in doing the assignments, has high confidence, expecting direct feedback of their works, realistic thinking, and liking activities that involve competition, creative/doing something with a new way.

### Result and Discussion

The statistical prerequisite test was done before the hypothesis test. The result of the Statistical prerequisite test showed that the normality test in this research was normally distributed, and the linearity test showed the data was linear. The next step to do was a correlational test since it was found that the two prerequisites were normal and linear. The correlational test showed a significance value obtained  $\text{sig}=0,001$  ( $\alpha < 0,05$ ), with the correlational coefficient value  $(R) = 0,589$ . This research resulted in the conclusion that social support had a significant relationship with achievement motivation on the college students of Study Program of Psychology, Raden Rahmat Islamic University, Malang.

**Table 1**  
Pearson Correlations

		Achievement motivation	Social support
Achievement motivation	Pearson's r	-	
	p-value	-	
Social support	Pearson's r	0.589	-
	p-value	< .001	-

The research conducted leads to the conclusion that social support had a significant relationship to achievement motivation on the students of Study Program of Psychology, Raden Rahmat Islamic University, Malang. This conclusion was supported by the results

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of the previous study conducted by Kusuma, et. al. (2015). In which, Kusuma, et. al. (2015) resulted in the conclusion that there was a positive relationship between social support and achievement motivation of grade VII students of a Madrasah in West Jakarta.

One of the things that encouraged the students to get an achievement was support from their family, especially their parents (Hawadi, 2001). Achievement motivation owned by an individual was gotten from the nearest environment: family. The support given by parents had a big impact in growing and maintaining an achievement motivation owned by teenagers. They would be encouraged to grow a motivation when they were supported by the family, especially parents who gave the support continuously (Maqsd & Coleman, 1993).

The research about achievement motivation conducted by Setiawan et al., (2013) revealed the result where the social environment could grow achievement motivation. The social environment that supported teenagers to develop had such a high impact on the achievement motivation they had. Peers are one of the supporting factors for achievement motivation owned by teenagers. Schunk (1995) states that one of the factors of achievement motivation is a factor from outside the individual, such as peers, self-adjustment, the status of social-economic, family environment, and parenting style. An individual will be motivated and active to learn new information if the family environment gives support by giving many activities and stimulating student's minds.

**Conclusion**

This research had a conclusion that there is a positive relationship between social support and achievement motivation. It is shown that the higher social support giving by the students' environment also makes the achievement motivation owned by the students higher during COVID-19 Pandemic.

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(2022)

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