Conference Paper

The Relationship Between Social Support and Learning Motivation of Overseas Students at the State University of Malang

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Abstract.

The objective of this study is to examine the relationship between social support and learning motivation of overseas students at the State University of Malang. This study used a quantitative research approach with data analysis techniques using descriptive analysis and a simple correlation test of Pearson's Product Moment. The sampling technique used was quota sampling. The respondents of this study were Overseas Students at the State University of Malang with a total of 80 students. The data collection used the adaptation of the Multidimensional Scale of Perceived Social Support (MSPSS) and the modification of the Academic Motivation Scale (AMS). The results indicated a positive and significant relationship between social support and learning motivation in overseas students at the State University of Malang.

Keywords: Social Support, Learning Motivation, Overseas Student

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1. Introduction

Individuals graduating from senior high schools or equivalent education will certainly be confused to choose between working or continuing their studies. The State University of Malang is one of the choices for a place to study for these individuals. Students at the State University of Malang certainly come from various regions, both from Malang City and outside Malang City. The State University of Malang which is located in Malang City, East Java, becomes a destination for migration. Based on data from the UM Academic Subdivision, of 7,636 active students registered in February 2020, a total of 5,944 students were included as overseas students or those from outside Malang City. Problems will be experienced by students who migrate from cities or islands outside Malang, such as culture shock which will make them isolated [3], as well as loneliness which indicates low psychological well-being [8]. By carrying out migration to gain knowledge, overseas students cannot be separated from their motivation to learn.

[23] described learning motivation as a driving force in students' psyche so that the progression of learning activities will be guaranteed, gives direction when learning, and leads learning activities to achieve certain goals. According to [21], learning motivation includes two factors, consisting of extrinsic and intrinsic factors. The intrinsic factor is the will or desire to succeed, and the encouragement of learning needs. Meanwhile, the extrinsic factor is in the form of a conducive learning situation, interesting learning and rewards.

The creation of motivation is a result obtained from the interaction of internal conditions in the individual (a number of needs that must be fulfilled) and external goals as an individual reason for doing an action. Motivation, in this case, is a strong basis for all efforts that are consistently running to achieve certain goals [10].

Students have motivation from within or from outside them. One external motivation is social support. The important role of this support is in terms of supporting motivation to learn, such as getting information from friends, particularly when getting activities or assignments related to lectures. This is in line with the opinion of [9] that learning motivation is seen as a mental driver to direct and move student behavior to learn. [21] described learning motivation as the encouragement that arises because there are stimuli from inside or outside so that individuals want to change certain activities or behavior enthusiastically and be more active. One of the factors that can influence student motivation to learn is social support.

Humans as a whole are social beings. Humans, in terms of carrying out their roles, will interact with other people to meet their needs. Likewise, students are learners who are required to be able to establish an interaction with other individuals, whether with the academic environment or with the wider community. The form of the interaction may be in a group or personal [12]. With the presence of social support, students will be motivated to learn, and friends become a source of social support.

Social support, according to [16], directs to caring for or respecting and giving comfort to others. [15] elaborated that social support is information or responses from other loved or cherished parties who value and respect a person so that an interdependent situation and a communication relationship are formed. Therefore, based on the theory above, it can be concluded that social support is assistance or support that comes from people who have close social relationships with someone who receives material assistance, certain behaviors and information that can make the person feel valued, and cared for and loved.

In general, individuals who lack social support will have a negative effect on their learning motivation. This is supported by a study conducted by [18]. Based on the results

of the study, it was concluded that positive social support received by students tends to increase learning motivation, such as discussing and doing assignments. Meanwhile, those who have low motivation would go to campus only to hang out and are lazy to attend classes. Another supporting study was conducted by [4]. It showed that students who have positive perceptions regarding the social support of their parents will have high learning motivation, and vice versa. In line with that study, a study conducted by [1] showed that supportive families in the form of trust, attention and acceptance will increase feelings of happiness in adolescents. This happiness keeps them motivated to achieve their goals, so that they will be confident when doing their job. Social support from the family plays an important role for individuals in terms of regulating their learning. This indicates that social support assists adolescents in solving a problem. Corsini [19] argued that there is a close relationship that exists between individuals such as friends or family so that their ability to manage problems every day will increase, both problems at school and in the surrounding environment.

The difference between this study and other studies is that it used a diverse population. In another previous study, the sample used by [4] was senior high school students, while this study used college students as the sample.

This study aims to describe social support for overseas students at the State University of Malang, describe learning motivation for overseas students at the State University of Malang and the relationship between social support and learning motivation for Overseas Students at the State University of Malang. The researchers expected that parents, friends and the closest people to students will pay more attention to their surroundings regarding social support which is one important aspect in supporting student motivation. It is expected that there will be researchers who carry out further research in the future based on the results of this study.

2. Literature Review

2.1. Learning Motivation

[23] described learning motivation as a driving force in students' psyche so that the progression of learning activities will be guaranteed, gives direction when learning, and leads learning activities to achieve certain goals. The motivation created is a result of the interaction process of internal conditions in the individual (a number of needs that must be fulfilled) as well as external goals that lead individuals to take an action.

Motivation, in this matter, is a strong basis for all efforts that run consistently to achieve certain goals [10].

[10] explained that there are two influences on an individual's motivation, including internal and external motivation. Internal motivation is a motivation that is satisfied through an internal reinforcer in the individual. This indicates that dependence does not occur on internal motivation for students' external goals, for example, students are motivated to learn because they want to develop themselves into someone who has knowledge. Satisfaction of external motivation is through external reinforcers outside the individual. This indicates that there is a dependence of external motivation on an individual's or student's external goals, for example, students learn because they have a desire to get praise from the teacher or want to get a new smartphone as a gift from their parents.

2.2. Social Support

In detail, [16] explained that social support is a form of assistance, appreciation, attention, or comfort that other people or groups provide to individuals . Social support will be positively perceived if individuals feel the benefits of receiving the social support. On the other hand, when individuals perceive negatively, they feel social support that is not useful so they consider that they are not cared for, unappreciated, and unloved.

According to [25] factors or dimensions that influence social support are divided into three, including: (1) the Friend Dimension, according to [2], friends are people who have close and valuable relationships with someone; (2) the Family Dimension; (3) the Significant Person Dimension; in a study conducted by [6], it is stated that a significant person is a person who has an important influence in a person's life even though that person is present or not in someone's life.

3. Methods

The researchers used a research design with a quantitative approach, specifically simple correlational research. This study analyzed the relationship between social support as the independent variable (X) and learning motivation as the dependent variable (Y) for overseas students at the State University of Malang.

3.1. Research Subjects and Samples

The population of this study was overseas students at the State University of Malang. The characteristics include: (1) active undergraduate students; (2) studying at the State University of Malang; (3) coming from outside Malang City. The number of the population involved was unknown because there was no accurate data showing the exact number of overseas students at the State University of Malang.

Because the number of population was unknown, the researchers used the quota sampling technique in this study. Quota sampling is a technique to determine a sample from a population that has certain characteristics to the desired number (quota) [20]. In determining the sample criteria, the researchers determined the number of samples of 80 overseas students at the State University of Malang with a distribution of 10 students per faculty at the State University of Malang.

3.2. Research Instruments

3.2.1. Social Support Scale

The social support scale used by researchers is the Multidimensional Scale of Perceived Social Support (MSPSS) by [5]. This scale has aspects that refer to sources of social support, including friends, family, and significant others. This instrument uses a Likert scale with 4 intervals totaling 12 valid items (> 30) and the results of reliability analysis using Cronbach's Alpha obtained a reliability value of 0.909.

3.2.2. Learning Motivation Scale

The learning motivation scale used by the researchers is the Academic Motivation Scale (AMS) which is based on the concept of [22]. This scale has aspects that refer to sources of learning motivation including knowledge, accomplishment, stimulation, identified, introjected, external and amotivation. This instrument uses a Likert scale with 4 intervals totaling 50 valid items (> 30) and the results of reliability analysis using Cronbach's Alpha obtained a reliability value of 0.967.

3.2.3. Data Analysis Techniques

The researchers carried out the study using descriptive analysis. The purpose of descriptive analysis is to describe the results of research in general on each variable

on the social support and learning motivation scales that have been tested. The researchers used hypothesis testing, including correlation, linearity, and normality tests. The researchers used a simple Pearson's Product Moment correlation test to examine the research hypothesis. There is a correlation between the variables studied, which is indicated by the significance value for interpreting the results of hypothesis testing that is less than 0.05 (p < 0.05).

4. Results and Discussion

This study involved overseas students from the State University of Malang with a total of 80 students who met the criteria for research respondents. The sampling technique used is quota sampling.

TABLE 1: Normality Test Results.

Variable	Significance (p)	Note	Conclusion
Social Support and Learning Motivation	0.200	Sig > 0.05	Normal Distribution

TABLE 2: Correlation Test Results.

X	Y	Significance (p)	Note	Pearson correlation	Conclusion
Social Support	Learning Motivation	0.000	Sig < 0.05	0.476	There is a correlation

Derived from the results of the assumption test and hypothesis testing, it can be concluded that the data of this study is normally distributed. This conclusion is based on the results of the normality test obtained with a value of 0.200, and it is known that if sig (p) > 0.05, the data is normal. Based on the hypothesis test conducted by the researchers, a value of 0.000 is obtained, where sig (p) <0.05. It can be concluded that there is a relationship between social support and learning motivation, so the hypothesis is accepted. Based on the hypothesis test data obtained with a value of 0.476, it can be concluded that there is a positive relationship between variables X and Y, which means that the higher the value of the variable X, the higher the value of the variable Y, and vice versa.

Based on the findings of the researchers' categorization, the rank of respondents' social support shows that 25 respondents (31.3%) have a high level of social support, followed by 55 respondents (55.7%) who have a very high level of social support (68.8%). The majority of respondents have a very high level of social support.

TABLE 3: Categorization of Social Support of Research Respondents.

Value Range	Category	Number	Percentage
X > 36	Very High	55	68.8%
24 < X < 36	High	25	31.3%
12 < X < 24	Low	-	-
X < 12	Very Low	-	-
Total		80	100%

TABLE 4: Categorization of Cybersex of Research Respondents.

Value Range	Category	Number	Percentage
X > 150	Very High	62	77.5%
100 < X < 150	High	18	22.5%
50 < X < 100	Low	-	-
X < 50	Very Low	-	-
Total		80	100%

Based on the findings of the researchers' categorization, the rank of respondents' learning motivation shows that 18 respondents (22.5%) have a high level of learning motivation, followed by 62 respondents (77.5%) who have a very high level of learning motivation (68.8%). The majority of respondents have a very high level of learning motivation.

Learning motivation is one of the aspects needed by students. According to [23], learning motivation is a driving force in students' psyche so that the progression of learning activities will be guaranteed, gives direction when learning, and leads learning activities to achieve certain goals. [10] explains that the creation of learning motivation comes from the need to learn and then behavior to learn will appear. This is also in line with the opinion of [7] that the reason someone does something is because of a need. In addition, according to [10], motivation can be formed if there is a process of interaction of internal conditions within a person, in this case, the needs within oneself that ask to be fulfilled, then there is an external goal which leads the individual to take an action. In learning motivation, there are several factors that can affect a person's level of learning motivation, one of which is social support. Individuals will perceive that they are loved, valued and feel part of the community when they get social support [17]. When experiencing stress problems, especially as a student, one of the things needed is social support. According to [25], dimensions that can provide social support are friends, family and significant persons when the individual needs them. There are four forms of social support sources according to [16], including emotional support, reward

support, instrumental support and informational support. Therefore, social support is needed to prevent loneliness which results in low psychological well-being [8].

Based on the results of hypothesis testing, the correlation coefficient of the two variables is 0.476 with a significance value of 0.000. Thus, it appears that there is a positive relationship between social support and the learning motivation of overseas students at the State University of Malang. It can be interpreted that if the individual gets high social support, their learning motivation is higher, and vice versa. This is in line with the study conducted by [4] which shows that students who have positive perceptions regarding the social support of their parents will have high learning motivation, and vice versa.

Learning motivation is an individual's self-motivation to achieve learning goals even though they have to change their behavior [24]. According to [11], learning motivation consists of two types, extrinsic motivation which means encouragement to carry out learning activities because there are learning goals to be achieved, and intrinsic motivation which means learning activities for the sake of the individual's own goals. According to [13], there are several aspects of motivation, one of which is amotivation. Amotivation means that individuals do not have a reason or intention to do something and are not able to encourage themselves to take an action. This condition generally occurs in students. [21] described learning motivation as the encouragement that arises because there are stimuli from inside or outside so that individuals want to change certain activities or behavior enthusiastically and be more active.

One of the external factors that can affect learning motivation is social support. [15] described that social support is information or responses from other loved or cherished parties who value and respect a person so that an interdependent situation and a communication relationship, which means individuals need to get social support from those closest to them to increase the level of learning motivation. This is in line with the study conducted by [18] which concluded that students will increase their learning motivation when they get positive social support, and on the contrary, those who do not get social support tend to be lazy to study or study just for fun.

Based on this study, it can be concluded that the level of social support possessed by overseas students at the State University of Malang is very high. Meanwhile, the level of learning motivation possessed by overseas students at the State University of Malang is also very high. This is also strengthened by the results of this study that there is a positive relationship between social support and learning motivation in overseas students at the State University of Malang. It can be concluded that the level of learning motivation of overseas students at the State University of Malang can be influenced by

the social support obtained by these overseas students. Further research can certainly be developed by testing more accurate and extensive data based on this research. With this research, it is expected that individuals can pay more attention to the importance of social support for other individuals to increase individual learning motivation.

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