

Influence Self Esteem And Social Support On Students' Learning Motivation At TI Muhammadiyah Vocational High School 2 Cikampek

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Abstract

The government implements a responsive public policy paradigm at the agenda setting, Learning motivation is an important aspect of the educational process because it plays a role in encouraging student involvement, persistence, and effort in achieving learning goals. This study aims to determine the influence of self-esteem and social support on learning motivation in students of TI Muhammadiyah Vocational High School 2 Cikampek. This study used a quantitative approach with a causality design. The research participants were 331 students in grades X, XI, and XII who were selected using a random sampling technique. stratified random sampling. Data collection was carried out using Rosenberg Self-esteem Scale (RSES), Multidimensional Scale of Perceived Social Support (MSPSS), and the learning motivation scale. The data were analyzed using multiple linear regression with the help of JASP. The results of the study showed that self-esteem and social support simultaneously have a significant effect on learning motivation with a contribution of 4.3%. Partially, self-esteem has a significant negative effect, while social support has a significant positive effect on learning motivation. The results of this study indicate that individual psychological factors and environmental support play a role in shaping students' learning motivation.

Keywords: self-esteem, social support, learning motivation, vocational school students



INTRODUCTION

Education plays a crucial role in improving the quality of human resources through the development of students' knowledge, skills, and character. The success of the educational process is not only determined by the curriculum, teaching methods, and educator competence, but also by students' psychological readiness to participate in the learning process. One crucial psychological aspect is learning motivation, the drive that directs, drives, and sustains individual behavior in achieving learning goals (Uno, 2016; Sardiman, 2020). Learning motivation serves as the foundation for students to actively engage in learning activities, maintain effort when facing difficulties, and achieve optimal learning outcomes.

Various studies show that learning motivation has a close relationship with academic success, student involvement in learning (*student engagement*), as well as students' ability to develop the competencies required at each level of education (Alfath et al., 2023; Putra & Sukardi, 2021). Students with high learning motivation tend to demonstrate perseverance, curiosity, and active participation during the learning process. Conversely, low learning motivation causes students to be less enthusiastic about participating in learning, give up easily when faced with difficulties, and less than optimally achieve learning goals (Emda, 2022). This condition indicates that learning motivation is one of the factors determining the success of the educational process and is an important indicator in achieving learning outcomes.

The urgency of learning motivation is even greater at the Vocational High School (SMK) level. Unlike general secondary education, learning in vocational schools requires students to master both academic competencies and practical skills that will prepare them for entering the workforce. These demands necessitate perseverance, discipline, problem-solving skills, and a willingness to continue learning in various learning situations. Therefore, learning motivation is a crucial psychological asset because it encourages students to remain active, persistent, and responsible in participating in the learning process so that the desired competencies can be optimally achieved.

Despite this, various studies show that low learning motivation remains a challenge in education. Low interest in learning, lack of participation during the learning process, low persistence in completing assignments, and a tendency to give up easily when faced with academic difficulties are still common among students. These conditions not only impact academic achievement but also affect students' ability to develop competencies, skills, and readiness to face future challenges. These findings indicate that learning motivation is influenced by various interrelated factors and therefore require a more comprehensive understanding.



This phenomenon was also found in students of SMK TI Muhammadiyah 2 Cikampek. The results of a pre-research survey of 38 students showed that some students still had less than optimal learning motivation. Learning motivation is an internal and external drive that generates, directs, and maintains individual learning behavior to achieve learning goals (Uno, 2016). Learning motivation is not only shown through the desire to learn, but is also reflected in perseverance, the drive to achieve success, interest and involvement in learning activities, and the ability to maintain effort when facing difficulties. In Uno's theory (2016), learning motivation includes several aspects, namely the desire and desire to succeed, the drive and need for learning, hopes and aspirations for the future, rewards in learning, interesting learning activities, and a conducive learning environment.

Based on the survey results, 68.42% of students stated that they did not persist in their efforts when faced with difficult material, 57.89% admitted to being inconsistent in studying when they felt tired, and 63.16% stated that they lacked interest in learning activities. Furthermore, most students also admitted to being less active in asking questions or expressing opinions during the learning process. These findings indicate problems in several aspects of learning motivation, particularly in maintaining effort and perseverance when facing difficulties, interest in learning activities, and student engagement in the learning process. These conditions indicate that some students still experience difficulties in maintaining enthusiasm, perseverance, and engagement during the learning process. Therefore, further study is needed regarding the factors that can contribute to student learning motivation, both those originating from within themselves and from their social environment.

Various studies explain that learning motivation does not emerge spontaneously, but is influenced by the interaction of internal and external factors. Internal factors relate to an individual's psychological characteristics, such as self-confidence, while external factors relate to environmental conditions that support the learning process (Uno, 2016). Based on this framework, this study focuses on *self-esteem* as an internal factor and social support as an external factor. These two variables were chosen because they are theoretically and empirically related to learning motivation and are thought to complement each other in shaping student learning behavior.

One of the internal factors that has been widely studied in relation to learning motivation is *self-esteem*. *Self-esteem* is an individual's evaluation of his or her own values and worth which influences how individuals view their abilities and potential (Rosenberg, 1965). Individuals with *self-esteem* high tend to have confidence that they are capable of facing various challenges,



including academic demands. In contrast, individuals with *self-esteem* Those with low self-esteem are more likely to doubt their abilities, fear failure, and lack confidence in completing tasks. These differences in self-esteem influence how students initiate, maintain, and complete learning activities.

Various studies show that *self-esteem* contribute to the emergence of learning motivation by increasing students' self-confidence, perseverance, and belief in their ability to achieve academic goals. Syahfira et al. (2023) reported that *self-esteem* has a positive and significant relationship with learning motivation, where students who have *self-esteem* high tend to show better enthusiasm for learning compared to students with *self-esteem* low. Similar findings were also presented by Kamaruddin et al. (2022) who explained that *self-esteem* plays a role in increasing students' fighting spirit, persistence, and courage when facing various challenges during the learning process. These research findings indicate that positive self-evaluation not only influences an individual's psychological state but also encourages student engagement in the learning process.

Besides internal factors, learning motivation is also influenced by external factors originating from the social environment. One of the external factors that has been widely studied is social support (*social support*). Social support is an individual's perception of the extent to which he or she receives attention, care, appreciation, acceptance, and assistance from people in his or her social environment (Zimet et al., 1988). Social support plays an important role in helping individuals face the demands and problems they face, including academic demands in the learning process. According to Zimet et al. (1988), social support consists of three main sources, namely support from family (*family*), support from friends (*friends*), and support from people who are considered important (*significant other*). Support from family can be in the form of attention, encouragement, and assistance in learning activities; support from friends can be in the form of help, acceptance, and encouragement to learn; while support from...*significant other* Social support relates to the attention, concern, and support from individuals deemed important by the student. These three sources of support can provide emotional and instrumental reinforcement that helps students cope with academic demands. In an educational context, social support can be realized through motivation, appreciation for student effort, attention to learning activities, comfort, and assistance when students experience difficulties in the learning process. Thus, social support is not only related to the presence of others around the student, but also to the student's perception of the quality of support they receive from family, friends, and other people they consider important in their lives.



Several studies have shown that students who receive high levels of social support tend to have better learning motivation than those who receive less support from their environment. Maspupah et al. (2021) explain that social support helps students maintain their enthusiasm for learning, increases self-confidence, and reduces stress that arises during the learning process. Other research also shows that support from parents, teachers, and peers is associated with increased student engagement in learning activities, both inside and outside the classroom. These findings indicate that a supportive social environment can create psychological conditions that encourage students to learn more actively and sustainably.

Based on these various findings, it can be understood that learning motivation is the result of interaction between internal and external factors. *Self-esteem* provides students with confidence in their abilities, thereby encouraging them to face academic challenges, while social support provides emotional and instrumental reinforcement that helps students maintain their enthusiasm for learning. Thus, these two variables complement each other in shaping learning motivation, so that studying both simultaneously is seen as providing a more comprehensive understanding of the factors that influence student learning motivation (Zimet et al., 1988).

Various studies have shown that *self-esteem* and social support are factors that contribute to students' learning motivation. *Self-esteem* plays a role in shaping an individual's belief in their abilities, thus encouraging perseverance, self-confidence, and persistence in achieving academic goals. On the other hand, social support serves as a source of reinforcement that helps students maintain their enthusiasm for learning through attention, appreciation, and assistance provided by family, teachers, and peers. These findings show that learning motivation is influenced not only by individual characteristics but also by the quality of the social environment that supports the learning process (Zimet et al., 1988; Uno, 2016).

However, the results of a review of previous research show that studies on learning motivation are still dominated by research that tests *self-esteem* and social support separately. However, these two factors essentially interact with each other in shaping students' learning behavior. *Self-esteem* provides confidence in one's own abilities, while social support strengthens this confidence through emotional support, appreciation, and assistance provided by the environment. Therefore, a simultaneous assessment of both variables is necessary to provide a more complete picture of the factors influencing learning motivation (Zimet et al., 1988).

Furthermore, most previous research was conducted on high school or college students, so the characteristics of respondents differ from those of vocational high school (SMK) students. Vocational high school education emphasizes a balance between mastery of theory and practical



skills, requiring engagement, discipline, and readiness for the workplace. These characteristics allow for different psychological dynamics in the formation of learning motivation, so findings at other levels of education may not necessarily reflect the overall situation of vocational high school students (Uno, 2016).

The need to examine the factors influencing learning motivation is also supported by the results of pre-research at SMK TI Muhammadiyah 2 Cikampek, which showed that some students still have suboptimal learning motivation. Low persistence in facing difficult material, lack of learning consistency, low interest in learning activities, and minimal student participation during the learning process indicate that learning motivation remains a problem that requires attention. This condition indicates the importance of identifying psychological and environmental factors that contribute to the formation of learning motivation so that more effective efforts can be formulated to improve it.

Based on this description, this research integrates *self-esteem* as an internal factor and social support as an external factor in explaining student learning motivation in the context of Vocational High Schools. This approach is expected to provide a more comprehensive picture of the role of both variables in shaping learning motivation, while also expanding empirical evidence regarding the factors influencing learning motivation in vocational high school students.

The results of this study are expected to contribute to the development of educational psychology studies, particularly regarding the factors influencing learning motivation. Furthermore, the findings are expected to provide input for schools, teachers, and parents in designing strategies to increase learning motivation through reinforcement, *self-esteem* and optimizing social support, so that students are better prepared to achieve the academic competencies and skills needed.

METHODS

This study uses a quantitative approach with a causality design and a multiple linear regression research model, which aims to test the influence between variables. This research model is used to determine the effect of independent variables on the dependent variable. This study involves three variables, namely variable X1, which is the dependent variable, and variable X2, which is the dependent variable. *self-esteem*, variable X2 which is social support, and variable Y which is learning motivation. The population in this study was all students of SMK TI Muhammadiyah 2 Cikampek, totaling 1,789 students. The determination of the number of samples used the Slovin formula with an error rate (*margin of error*) of 5%, so that a sample size



of 327 respondents was obtained (Sugiyono, 2022).

The sampling technique used is *probability sampling* with the method *stratified random sampling*, a sampling technique that divides the population into several groups based on certain characteristics, then randomly selects respondents from each group according to the proportion of its members (Sugiyono, 2022). In this study, the groups were divided based on grade level (10th, 11th, and 12th) and program of expertise (major). This method ensures that each student has an equal opportunity to become a respondent, so the resulting sample can proportionally represent the characteristics of the population.

The data collection method in this study used a psychological scale structured in the form of a Likert scale. Psychological scales are measuring tools used to assess an individual's psychological characteristics based on responses to a series of statements (Azwar, 2022). The research instrument consisted of three scales: the learning motivation scale, *Rosenberg Self-esteem Scale* (RSES) to measure *self-esteem*, And *The Multidimensional Scale of Perceived Social Support* (MSPSS) to measure social support. All instruments were first pilot tested (*try out*) to determine the quality of the items and the reliability of the instrument before it is used in collecting research data.

The learning motivation scale uses an instrument designed based on Hamzah B. Uno's (2016) learning motivation theory. In the tryout phase, the instrument consisted of 24 items representing six aspects of learning motivation, namely the desire and will to succeed, the drive and need for learning, hopes and aspirations for the future, appreciation for learning, interesting learning activities, and a conducive learning environment. The results of the validity test based on item analysis showed that 16 items had an item-rest correlation value of ≥ 0.30 , thus declared valid, while 8 items had an item-rest correlation value of < 0.30 , thus not used in the study. Therefore, the instrument used in this study consisted of 16 items, consisting of 12 favorable items and 4 unfavorable items that were scored in reverse (reverse scoring). The response format uses a four-choice Likert scale, namely 1 = Strongly Disagree (STS), 2 = Disagree (TS), 3 = Agree (S), and 4 = Strongly Agree (SS). One example of a favorable item on this scale is "I strive to get the best learning results in class." Furthermore, the results of the reliability test showed a Cronbach's alpha value of 0.830, so the instrument was declared reliable and suitable for use as a research measurement tool.

Scales *self-esteem* using *Rosenberg Self-esteem Scale* (RSES) developed by Rosenberg (1965) and modified by Maroqi (2018). This instrument consists of 10 items used to measure an individual's evaluation of their self-worth and values. The response format uses a four-choice



Likert scale: 1 = Strongly Disagree (STS), 2 = Disagree (TS), 3 = Agree (S), and 4 = Strongly Agree (SS). The instrument consists of 5 favorable items and 5 unfavorable items. *unfavourable* which is scored in reverse (*reverse scoring*). One example of a favorable item on this scale is "I am able to do as well as other people in general." The results of the validity test are based on item analysis in the data. *try out* shows that all items have value *item-rest correlation* ranged between 0.477–0.752, thus declared valid. Furthermore, the results of the reliability test showed a value of *Cronbach's alpha* of 0.894, so the instrument is declared reliable and suitable for use in research.

Social support scale using *The Multidimensional Scale of Perceived Social Support* (MSPSS) developed by Zimet et al. (1988). This instrument consists of 12 items. *favourable* which is used to measure individual perceptions of social support from three sources, namely family (*family*), Friend (*friends*), And *significant others*. The response format uses a seven-choice Likert scale, namely 1 = Strongly Disagree (STS), 2 = Disagree (TS), 3 = Somewhat Disagree (ATS), 4 = Neutral (N), 5 = Somewhat Agree (AS), 6 = Agree (S), and 7 = Strongly Agree (SS). Because all items are *favourable*, Scoring was done directly, with higher scores indicating higher perceived social support. One example of an item on this scale is "I get the emotional help and support I need from my family." Validity test results are based on item analysis of the data. *try out* shows that all items have value *item-rest correlation* ranged between 0.604–0.862, thus declared valid. Furthermore, the results of the reliability test showed a value of *Cronbach's alpha* of 0.939, so the instrument is declared reliable and suitable for use as a research measuring tool.

Data analysis in this study was carried out using multiple linear regression analysis with the help of JASP software to test the influence *self-esteem* and social support on learning motivation in students at SMK TI Muhammadiyah 2 Cikampek. Prior to hypothesis testing, assumption tests were conducted, including normality and linearity tests. Furthermore, partial and simultaneous hypothesis testing was conducted to determine the effect of each independent variable and the joint effect of both variables on learning motivation (Sugiyono, 2022).

RESULTS AND DISCUSSION

The participants involved in this study were 327 students from SMK X. All participants were students in grades X, XI, and XII who met the research criteria and were willing to be respondents. The characteristics of the participants in this study were grouped based on gender, grade level, and major. The demographic data of the respondents are presented in the following table.



Table 1. Demographic Data

Demographic Data		Frequency	Presentation
Gender	Man	153	46,2%
	Woman	178	53,8%
Class	10	77	23,3%
	11	139	42,0%
	12	115	34,7%
Major	AKL	63	19,0%
	MPLB	57	17,2%
	TKJ	66	19,9%
	TKR	75	22,7%
	City	27	8,2%
	TSM	43	13,0%
Total		331	100,0%

Based on the results of data collection, the majority of respondents were female, amounting to 178 people (53.8%), while male respondents amounted to 153 people (46.2%). Based on class level, the majority of respondents came from class XI as many as 139 people (42.0%), followed by class XII as many as 115 people (34.7%), and class X as many as 77 people (23.3%). Meanwhile, based on majors, the majority of respondents came from the Light Vehicle Engineering (TKR) department as many as 75 people (22.7%), followed by Computer and Network Engineering (TKJ) as many as 66 people (19.9%), Accounting and Institutional Finance (AKL) as many as 63 people (19.0%), Office Management and Business Services (MPLB) as many as 57 people (17.2%), Motorcycle Engineering (TSM) as many as 43 people (13.0%), and Machining Engineering (TP) as many as 27 people (8.2%). These findings show that most of the respondents were female students, in grade XI, and from the Light Vehicle Engineering (TKR) department.

Table 2. Normality Test

Variables	Test	Statistic	P
<i>Self-esteem</i>	Kolmogorov-Smirnov	0.073	.059
Social Support	Kolmogorov-Smirnov	0.078	.035



Motivation to learn	Kolmogorov-Smirnov	0.079	.031
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Based on the results of the normality test in the table above, the p value was obtained for the variable *self-esteem* of $0.059 > 0.005$, it can be concluded that the variable *self-esteem* normally distributed. The p-value for the social support variable is $0.035 > 0.005$, which indicates that the social support variable is normally distributed. Meanwhile, the p-value for the learning motivation variable is $0.031 > 0.005$, indicating that the learning motivation variable is normally distributed.

Table 3. Linearity Test *Self-esteem* on Learning Motivation

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Say.
TOTAL MB* TOTAL SE	Between Groups	(Combined)		512,113	15	34,141	1,552	,086
		Linearity		188,953	1	188,953	8,590	,004
		Deviation from Linearity		323,161	14	23,083	1,049	,404
	Within Groups			6929,331	315	21,998		
	Total			7441,444	330			

Linearity test results on variable *self-esteem* shows that the value *Deviation from Linearity* obtained is $0.404 > 0.05$, so it can be concluded that the relationship between *self-esteem* with linear learning motivation.

Table 4. Linearity Test of Social Support on Learning Motivation

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Say.
TOTAL MB* TOTAL DS	Between Groups	(Combined)		1093,840	61	17,932	,760	,901
		Linearity		16,844	1	16,844	,714	,399
		Deviation from Linearity		1076,995	60	17,950	,761	,898



	Within Groups	6347,605	269	23,597		
	Total	7441,444	330			

The results of the linearity test on the social support variable show that the value *Deviation from Linearity* The value obtained was $0.898 > 0.05$, so it can be concluded that the relationship between social support and learning motivation is linear.

Table 5. Partial Hypothesis Test

Coefficients						
Model		Unstandardized	Standard Error	Standardized	T	p
M ₀	(Intercept)	40.668	0.261		155.809	< .001
M ₁	(Intercept)	47.738	2.320		20.581	< .001
	TOTAL SE	-0.373	0.099	-0.227	-3.753	< .001
	TOTAL DS	0.049	0.020	0.150	2.481	.014

Based on the results of multiple linear regression analysis, the following regression equation was obtained:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 47,738 - 0.373X_1 + 0.049X_2$$

The equation shows that the constant value of 47.738 indicates the value of learning motivation when the variables *self-esteem* and social support are considered constant. The regression coefficient *self-esteem* of -0.373 indicates that every one unit increase in *self-esteem* will be followed by a decrease in learning motivation of 0.373 units, assuming other variables remain constant. Meanwhile, the social support regression coefficient of 0.049 indicates that every one-unit increase in social support will be followed by an increase in learning motivation of 0.049 units, assuming other variables remain constant.

Based on the partial hypothesis test results in the table above, the variable *self-esteem* has a t value = -3.753 with a significance value of $p < 0.001$, so it can be concluded that *self-esteem* has



a significant effect on learning motivation with a negative relationship. Furthermore, the social support variable has a t-value of 2.481 with a significance value of $p = 0.014$, so it can be concluded that social support has a significant effect on learning motivation with a positive relationship.

Table 5. Simultaneous Hypothesis Test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	322.6	2	161.28	7.431	< .001
	Residual	7118.9	328	21.70		
	Total	7441.4	330			

Based on the results of the simultaneous hypothesis test in Table 5, the F value obtained was 7.431 with a significance value of $p < 0.001$. This indicates that *self-esteem* and social support together have a significant influence on learning motivation. Thus, the simultaneous hypothesis stating that there is an influence *self-esteem* and social support for learning motivation is stated to be acceptable.

Table 6. Determination Coefficient Test *Self-esteem* on learning motivation

Model Summary - TOTAL MB				
Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	4.749
M ₁	0.159	0.025	0.022	4.695

Based on the analysis results, the R² value obtained was 0.025. This shows that *self-esteem* contributes 2.5% to learning motivation, while 97.5% is influenced by other factors not examined in this study.



Table 7. Test of the Determination Coefficient of Social Support on Learning Motivation

Model Summary - TOTAL MB				
Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	4.749
M ₁	0.048	0.002	-0.001	4.750

Based on the analysis results, the R² value was 0.002. This indicates that social support contributes 0.2% to learning motivation, while 99.8% is influenced by other factors outside the study.

Table 8. Simultaneous Determination Coefficient Test

Model Summary – TOTAL MB				
Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	4.749
M ₁	0.208	0.043	0.038	4.659

Based on the results of the multiple regression analysis, the R² value was 0.043. This indicates that self-esteem and social support together contribute 4.3% to learning motivation, while 95.7% is influenced by other variables not examined in this study.

The first hypothesis (H1) states that *self-esteem* influence on learning motivation is stated to be accepted. The results of the study show that *self-esteem* has a significant influence on learning motivation with a negative relationship direction. *Self-esteem* contributes 2.5% to learning motivation, so that *self-esteem* is one of the psychological factors related to the formation of learning motivation in students of Muhammadiyah 2 Cikampek IT Vocational School.

Self-esteem is an individual's evaluation of his or her own worth, value, and acceptance (Rosenberg, 1965). Individuals with *self esteem* High self-esteem generally has a positive view of himself, feels capable of facing various challenges, and has confidence in his abilities. In the context of education, *self-esteem* often associated with an individual's ability to face academic demands because positive self-assessment can increase self-confidence and perseverance in achieving learning goals.

However, the results of this study indicate a negative relationship between *self-esteem* and

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learning motivation. These findings differ from previous research which showed that *self-esteem* positively related to learning motivation. Syahfira et al. (2023) explained that students with *self-esteem* High students tend to have better learning motivation because they have confidence in their abilities. Kamaruddin et al. (2022) also explained that *self-esteem* plays a role in increasing students' fighting spirit and persistence when facing academic challenges.

The differences in the research results can be understood through the characteristics of the research subjects, who were vocational high school (SMK) students. SMK students face not only academic demands but also demands to master practical skills related to readiness to enter the workforce. Under certain conditions, students with *self-esteem* Those with high self-efficacy can have a positive assessment of their abilities, leading to greater confidence in their abilities. However, this confidence may not always translate into increased learning effort if students feel they already possess sufficient abilities or lack the drive to develop their academic competencies.

Besides that, *self-esteem* which is measured in this study is *self-esteem* in general, namely an individual's evaluation of his/her overall self-worth, not specific beliefs about academic abilities. Rosenberg (1965) explains that *self-esteem* related to the individual's acceptance and assessment of himself in general. Therefore, a person can have *self-esteem* which is good but does not necessarily have a high motivation to learn if it is not accompanied by other factors such as *academic self-efficacy*, self-regulation in learning, goal orientation, and interest in learning. The findings of this study indicate that *self-esteem* has a significant influence on learning motivation with a negative relationship and contributes 2.5% to the variation in students' learning motivation. This indicates that although *self-esteem* plays a role in influencing learning motivation, the contribution of this variable is relatively small so that there is still 97.5% of the variation in learning motivation that is influenced by other factors outside the research.

Thus, the results of this study indicate that *self-esteem* still has a role in learning motivation, but its influence can be influenced by other psychological factors that are more specific to academic activities. The second hypothesis (H2) which states that social support influences learning motivation is declared accepted. The results of the study showed that social support has a significant influence on learning motivation with a positive relationship direction. Social support contributes 0.2% to learning motivation. This shows that the higher the social support felt by students, the tendency for student learning motivation to increase.

Social support is an individual's perception of the availability of attention, assistance, appreciation and emotional support obtained from the social environment, such as family, friends and *significant others* (Zimet et al., 1988). In the educational process, social support serves as a



source of psychological reinforcement that helps students cope with academic demands. Students who receive good social support tend to feel cared for, valued, and have resources for assistance when experiencing difficulties in the learning process.

The results of this study align with those of Maspupah et al. (2021), which explains that social support can increase students' enthusiasm for learning by providing emotional support, motivation, and assistance in addressing academic challenges. Support from family, peers, and the school environment can create a more positive psychological environment, enabling students to maintain their engagement in learning activities.

In the context of vocational high school students, social support plays a crucial role because the learning process is not solely focused on academic achievement but also on mastering practical skills. These demands can pose various challenges for students, so a supportive social environment can help them maintain their enthusiasm and confidence throughout the learning process. Support from teachers, friends, and family can provide a sense of security and encouragement for students to continue striving to achieve their learning goals.

However, the contribution of social support to learning motivation in this study was relatively low, at 0.2%. This indicates that social support is not the sole factor determining students' learning motivation. The support provided by the social environment needs to be internalized by individuals as personal motivation to have a greater influence on learning behavior. Therefore, social support will be more effective when combined with internal factors such as self-efficacy, self-regulation, learning goals, and academic interest.

The third hypothesis (H3) states that *self-esteem* and social support together influence learning motivation, which is stated to be accepted. The results of the study show that *self-esteem* and social support simultaneously have a significant effect on learning motivation with an F value of 7.431 and a significance of $p < 0.001$. Both variables together contribute 4.3% to learning motivation, while the remaining 95.7% is influenced by other factors outside this study.

Self-esteem and social support represent two different aspects in the formation of learning motivation. *Self-esteem* describes internal factors related to how an individual evaluates and accepts themselves, while social support describes external factors originating from the individual's environment. These two aspects can complement each other in shaping students' learning motivation. Individuals who have a positive self-assessment and receive support from their environment have a greater chance of sustaining learning efforts and facing academic challenges.

Although both variables have a significant influence, the relatively small contribution



indicates that learning motivation is a complex phenomenon. Uno (2016) explains that learning motivation is influenced by various factors, both internal and external, such as learning needs, goals to be achieved, learning environment conditions, rewards, and individual experiences in the learning process. Therefore, the low contribution of *self-esteem* and social support in this study does not show that these two factors are not important, but rather shows that there are various other factors that play a role in shaping students' learning motivation.

For vocational high school students, learning motivation is related to the various demands they face, from theoretical learning and vocational practice to readiness for the world of work. These conditions allow for different psychological dynamics in each student. Therefore, increasing learning motivation can be achieved not only through improving personal aspects such as *self-esteem*, but also through the creation of a supportive learning environment, interesting learning, and strengthening students' abilities to manage their learning process (Rosenberg, 1965; Uno, 2016)

Based on the overall research results, it can be concluded that *self-esteem* and social support has a role in explaining the learning motivation of students at Muhammadiyah 2 Cikampek IT Vocational School. *Self-esteem* showed a significant negative influence, while social support showed a significant positive influence on learning motivation. Both variables contribute to learning motivation, although other factors play a more significant role. These findings suggest that learning motivation is the result of the interaction of various psychological and environmental factors that need to be understood comprehensively to support students' academic development.

CONCLUSION

The results of the study show that *self-esteem* has a negative influence on learning motivation in students of SMK TI Muhammadiyah 2 Cikampek. This finding shows that the increase in *self-esteem* is not always followed by increased student learning motivation. This condition indicates that positive self-assessment is not necessarily the main factor motivating students to be more active in participating in the learning process. This finding aligns with research by Mulkhan et al. (2022), which shows that learning motivation is influenced by various factors, such as family environment, learning interests, and learning facilities, so it is not determined solely by a single psychological factor. Furthermore, Putra and Sukardi (2021) explain that learning strategies, the school environment, and individual characteristics also determine the level of student learning motivation. Similar findings were also presented by Pradani et al. (2022), who stated that learning motivation is the result of the interaction of various internal and external



factors, so the contribution of a single variable to learning motivation tends to be small. Therefore, the results of this study indicate that *self-esteem* is one of the factors that contributes to learning motivation, but it is not the only factor that determines the level of student learning motivation.

Theoretically, *self-esteem* is an individual's evaluation of his/her own worth and value which influences how the individual views his/her own abilities (Rosenberg, 1965). Individuals with *self-esteem* Those with high self-esteem generally have greater self-confidence in facing various challenges and have a positive self-assessment (Orth & Robins, 2022). However, the results of this study indicate that confidence in one's abilities is not necessarily followed by a drive to increase learning efforts. The researchers argue that these findings indicate that learning motivation in vocational high school students is not solely influenced by *self-esteem*, but also by various other factors, such as learning objectives, interests, learning strategies, and the learning environment (Uno, 2016). The characteristics of learning in vocational schools, which combine theoretical and practical learning, allow student learning motivation to be influenced by various aspects of the learning process. Research by Ismiyati et al. (2022) shows that engaging learning that aligns with the characteristics of vocational education can increase student learning motivation. These findings indicate that learning motivation in vocational school students is influenced not only by internal factors but also by factors related to the learning process. Therefore, *self-esteem* not necessarily a dominant factor in encouraging students' learning motivation.

The findings of this study differ from the research results of Syahfira et al. (2023) which stated that *self-esteem* has a positive effect on learning motivation. The difference in results shows that the relationship between *self-esteem* and learning motivation can be influenced by respondent characteristics, the learning environment, and other factors that have not been examined in this study. Thus, *self-esteem* is not the only factor that determines the level of student learning motivation.

Different from *self-esteem* Research results show that social support has a positive effect on learning motivation. This finding suggests that the higher the social support students receive, the higher their learning motivation. Social support in the form of attention, appreciation, assistance, and emotional support from family, teachers, and peers can provide a sense of comfort and increase students' enthusiasm for participating in the learning process (Zimet et al., 1988).

According to Maspupah et al. (2021), students who receive social support tend to have higher learning motivation because they feel they receive attention and assistance when facing learning difficulties. This support makes students more confident, more persistent in completing



assignments, and more able to maintain their enthusiasm for learning. The results of this study reinforce the view that a supportive social environment plays a crucial role in shaping students' learning motivation.

The results of the study show that *self-esteem* and social support jointly influence learning motivation, although the contribution is relatively small, at 4.3%. This indicates that learning motivation is a complex psychological construct and is not solely influenced by these two variables. This finding aligns with Uno (2016), who explained that learning motivation is influenced by various internal and external factors, such as aspirations, learning interests, psychological conditions, family environment, school environment, and learning strategies. Furthermore, research by Putri et al. (2017) also shows that internal and external factors simultaneously contribute to learning motivation, but other variables still play a role in explaining variations in students' learning motivation. The findings of Maspupatun et al. (2021) also reinforce that *self-esteem* and social support are important factors in the academic process, but they are not the only determinants of student learning behavior. Thus, the low coefficient of determination in this study indicates that there are still around 95.7% other factors that influence student learning motivation outside of *self-esteem* and social support.

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