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The Influence of Social Support on Adolescents' Learning Motivation at the Surakarta Class I Correctional Center

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ABSTRACT

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Adolescents in correctional facilities often face low learning motivation due to emotional instability, lack of parental attention, and social stigma that limits social support. Therefore, this study is important to examine the role of social support in improving adolescent learning motivation. This study aims to determine the effect of social support on adolescent learning motivation in Class I BAPAS Surakarta. The proposed hypothesis is a positive and significant relationship between social support and learning motivation. This study used a quantitative method with an associative approach. The subjects were 62 adolescents participating in the guidance program, using a saturated sampling technique. Data collection used a four-point Likert scale questionnaire and analyzed using simple linear regression. The results showed that social support had a positive and significant influence on learning motivation ($p < 0.05$; $t = 8.975$), with a regression coefficient of 0.537. The R^2 value of 0.573 indicates that 57.3% of learning motivation is influenced by social support. These findings emphasize the importance of increasing social support to enhance learning motivation and optimal adolescent development.

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INTRODUCTION

Learning motivation is a crucial factor influencing an individual's success in achieving educational goals. Learning motivation can be defined as a drive originating from within or outside the individual that drives them to optimally engage in learning activities (Riswanto & Aryani, 2017). During adolescence, learning motivation becomes a crucial aspect because they are at a developmental stage susceptible to various influences, both internal and external. Research shows that learning motivation has a significant relationship with learning outcomes and individual academic success (Rahardjanto et al., 2019).

Scientific developments indicate that learning motivation is influenced not only by internal factors such as interests, talents, and psychological conditions, but also by external factors, one of which is social support. Social support is a form of attention, care, appreciation, and assistance provided by others to an individual, whether emotional, instrumental, or informational (Sarafino, 1998). Good social support can increase self-confidence, reduce stress, and encourage individuals to be more motivated in achieving their learning goals (Rehman et al., 2020).

In the context of adolescent development, social support plays a crucial role because adolescents tend to need acceptance, attention, and recognition from their surroundings. Support from family, peers, and the social environment can be a source of strength for adolescents in facing various life challenges. Several studies have shown that the higher the social support an individual receives, the higher their level of learning motivation (Santri & Astriani, 2024). This suggests that social support functions as an external factor that strengthens the internal drive in the learning process.

However, in real-life situations, not all adolescents receive optimal social support. This is especially true for adolescents living in environments with social stigma, such as correctional facilities. A preliminary study at the Surakarta Class I Correctional Facility found that some adolescents still have low learning motivation due to a lack of social support from their families and communities. This situation is exacerbated by negative stigma, lack of parental attention, and social experiences that are less conducive to adolescent psychological development (Lin et al., 2026).

Ideally, every adolescent should receive adequate social support to support their psychological and academic development. Social support is expected to be a protective factor that helps adolescents develop their potential, increase self-confidence, and

foster learning motivation (Azpiazu et al., 2025). However, the gap between ideal and actual conditions indicates that there are still issues that require further research, particularly regarding the role of social support in improving adolescent learning motivation in correctional facilities (Pulungan et al., 2025).

Based on this description, the researchers argue that social support plays a crucial role in improving adolescent learning motivation, particularly among socially vulnerable groups (Fahrudin et al., 2025). Therefore, this study was conducted to analyze the effect of social support on adolescent learning motivation in the Surakarta Class I Correctional Facility.

This study aims to determine the effect of social support on adolescent learning motivation (Singh & Ishrat, 2025). Theoretically, this research is expected to contribute to the development of Islamic guidance and counseling, particularly regarding social support and learning motivation. Practically, this research is expected to serve as a reference for relevant parties in designing more effective guidance programs to increase adolescent learning motivation in correctional institutions.

METHOD

This study used a quantitative approach with an associative method to determine the effect of social support on the learning motivation of adolescents at the Surakarta Class I Correctional Center (BAPAS). This quantitative approach was chosen because this study aimed to examine the relationships and influences between variables through numerical data analysis using statistical techniques (Sugiyono, 2019).

The subjects in this study were adolescents undergoing guidance at the Surakarta Class I BAPAS. The sampling technique used was saturated sampling, which is a sampling technique that utilizes the entire population as research subjects because the population size is relatively limited and all subjects meet the research criteria. The research subject criteria included adolescents aged 10–24, unmarried, and currently undergoing guidance at the Surakarta Class I BAPAS. Based on these criteria, the sample size for this study was 62 respondents.

The research data were collected using a questionnaire instrument structured based on indicators for each research variable. The social support variable was structured based on aspects of emotional support, informational support, and

instrumental support (Sarafino, 1998). Meanwhile, the learning motivation variable is compiled based on indicators of intrinsic and extrinsic motivation (Uno, 2016). The research instrument used a Likert scale with four alternative answers: strongly agree, agree, disagree, and strongly disagree.

Before being used in the research, the instrument was first tested for validity and reliability to determine its suitability as a data collection tool. Validity testing was conducted to determine the extent to which the instrument's items were able to measure the variables being studied, while reliability testing was conducted to determine the instrument's consistency in measuring research data (Azwar, 2018).

The research procedure began with initial observations and information gathering regarding the learning motivation of adolescents in Class I BAPAS Surakarta. Next, the researchers developed the research instrument, conducted a pilot test, and distributed the questionnaire to respondents who met the research criteria. After data collection, it was analyzed using Statistical Product and Service Solutions (SPSS).

The data analysis techniques used included descriptive statistical analysis, assumption testing, and hypothesis testing (Schwarz, 2025). Descriptive statistical analysis was used to describe the condition of each research variable. The prerequisite tests included normality and linearity tests to ensure the data met the requirements for regression analysis. Hypothesis testing was then conducted using simple regression analysis to determine the effect of social support on adolescent learning motivation (Ghozali, 2021).

RESULTS AND DISCUSSION

The results of the study indicate a significant influence between social support and the learning motivation of adolescents at the Surakarta Class I Correctional Center. Based on data analysis, it was found that the higher the social support received by adolescents, the higher their learning motivation. Conversely, low levels of social support tend to result in lower learning enthusiasm and engagement in the learning process.

The data categorization results indicate that the level of social support and learning motivation of adolescents is in the moderate category. This finding indicates that adolescents in the Correctional Center still receive social support from their

surrounding environment, including family, peers, and community mentors, although this is not yet optimal. This social support is a crucial factor in helping adolescents maintain learning motivation amidst vulnerable social and psychological conditions.

Substantively, the results of this study indicate that social support functions as an external factor that can strengthen an individual's internal drive to learn (Tian & Zhang, 2025). Adolescents who receive attention, empathy, appreciation, and assistance from their social environment tend to have greater self-confidence, thus being more motivated to participate in the learning process. Social support also helps adolescents reduce psychological stress that can hinder the learning process. These findings align with Sarafino's (1998) opinion, which states that social support has a buffering effect, protecting individuals from the negative impacts of stress, and a direct effect that can increase feelings of appreciation and love.

In the context of adolescents in correctional facilities, social support is crucial because they are socially and psychologically vulnerable. Negative stigma from society, limited social interactions, and unfavorable life experiences can affect adolescents' emotional well-being and impact their motivation to learn. Therefore, the presence of support from family, peers, and community mentors is a protective factor that helps adolescents maintain their enthusiasm for learning and optimism for the future (Shahbazi et al., 2025).

The findings of this study align with those of Usman et al. (2021), which showed that parental social support has a positive influence on students' learning motivation. Research by Muhajiroh (2020) also demonstrated that social support influences students' learning motivation. Furthermore, research by Santri and Astriani (2024) found that social support has a positive relationship with second-year students' learning motivation. These findings reinforce previous findings that social support plays a crucial role in enhancing individual learning motivation.

However, this study offers a more specific contribution than previous studies because it was conducted among adolescents in a correctional facility. This study demonstrates that social support is more important for adolescents living in less conducive social environments. Therefore, these results broaden the understanding that social support is influential not only in the context of general education but also in the process of adolescent social development and rehabilitation.

Although this study provides insight into the influence of social support on learning motivation, it has several limitations. The study was conducted at only one

location, so the results cannot be broadly generalized. Furthermore, this study used a quantitative approach limited to numerical measurements, thus failing to delve deeply into adolescents' subjective experiences regarding the social support they receive. Therefore, future research is recommended to employ a more comprehensive approach, such as a mixed methods study, and involve a broader group of subjects to obtain more in-depth and representative results (Haq & Yasin, 2025).

Table

Descriptive statistical analysis was used to determine the minimum, maximum, mean, and standard deviation values for each variable. The population was 62 juveniles from the Surakarta Class I Correctional Center.

Table 1. Descriptive Statistics of Research Data

<i>Descriptive Statistics</i>					
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Social Support	62	47.00	69.00	61.1935	7.08922
Motivation to learn	62	47.00	68.00	59.5161	5.03021
Valid N (listwise)	62				

The results of the descriptive test show the distribution of the range, minimum, maximum, mean, and standard deviation values of each variable studied, including the social support variable having a minimum value of 47 while the maximum value is 69 with a mean of 61.19 and a standard deviation of 7.09. While the learning motivation variable has a minimum value of 47 while the maximum value is 68 with a mean of 59.52 and a standard deviation of 5.03. These results indicate that in general the level of social support and learning motivation of adolescents is in the moderate category (Firdausih & Aslan, 2025).

A normality test was conducted to determine whether the data used in the study was normally distributed. The test was conducted using the Kolmogorov-Smirnov test.

Tabel 2. Uji Normalitas Kolmogorov Smirnov Test

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		<i>Unstandardized Residual</i>
<i>N</i>		62
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	3.28648494

<i>Most Extreme Differences</i>	<i>Absolute</i>	.050
	<i>Positive</i>	.050
	<i>Negative</i>	-.050
<i>Test Statistic</i>		.050
<i>Asymp. Sig. (2-tailed)^c</i>		.200 ^d
<i>Monte Carlo Sig. (2-tailed)^e</i>	<i>Sig.</i>	.967
	<i>99% Confidence Interval</i>	.962
	<i>Lower Bound</i>	
	<i>Upper Bound</i>	.971

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the normality test using the Kolmogorov-Smirnov test, a significance value of 0.200 was obtained. Since the significance value is greater than 0.05 (Sig. > 0.05), it can be concluded that the data are normally distributed.

The linearity test was conducted to determine whether the relationship between social support and learning motivation is linear.

Table 3. Linearity Test of Social Support with Learning Motivation

<i>ANOVA Table</i>						
		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
MB * DS	<i>Between Groups</i>	1075.072	20	53.754	4.705	.000
	<i>Linearity</i>	884.624	1	884.624	77.431	.000
	<i>Deviation from Linearity</i>	190.448	19	10.024	.877	.610
	<i>Within Groups</i>	468.412	41	11.425		
	<i>Total</i>	1543.484	61			

Based on the analysis results, the Deviation from Linearity significance value was 0.610. This value is greater than 0.05, thus concluding that the relationship between the two variables is linear and meets the requirements for regression testing.

Hypothesis testing in this study used simple regression analysis to determine the effect of social support on adolescent learning motivation.

Table 4. Simple Linear Regression Test Results

Coefficients^a					
	Model	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	Sig.
		B	Std. Error	Beta	
1	(Constant)	26.644	3.686		.000
	DS	.537	.060	.757	.000

Based on the results of the regression analysis, a significance value of 0.000 was obtained. Because the significance value is smaller than 0.05 (Sig. < 0.05), it can be concluded that there is a significant influence between social support and learning motivation.

Table 5. Results of the Determination Coefficient

Model Summary				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.757 ^a	.573	.566	3.314

a. Predictors: (Constant), DS

Furthermore, a coefficient of determination (R^2) of 0.573 was obtained, indicating that social support contributed 57.3% to learning motivation, while the remainder was influenced by factors outside the study.

Citations and References

Social support is a form of attention, assistance, and appreciation provided by individuals or groups to a person, so that the individual feels cared for, appreciated, and loved (Sarafino, 1998). Social support can take the form of emotional, informational, instrumental, and reward support, which can help individuals cope with stress and difficulties.

According to Uno (2016), learning motivation is an internal and external drive within an individual that fosters enthusiasm for learning activities to achieve specific goals. Learning motivation plays a crucial role in determining an individual's success in the learning process

because highly motivated individuals tend to be more active, persistent, and have a stronger enthusiasm for learning (Abzhanova et al., 2025).

Adolescents who receive social support from their environment tend to have more stable psychological well-being, thereby increasing their motivation to learn (Sestiani and Muhid, 2021). Social support from family, peers, and the social environment can help adolescents feel accepted and valued, thus fostering self-confidence in participating in the learning process.

Previous research has shown that social support has a positive relationship with learning motivation. Research conducted by Santri and Astriani (2024) showed that the higher the social support an individual receives, the higher their learning motivation. These research results reinforce the importance of social support as a crucial factor in improving the quality of an individual's learning process.

In the context of adolescents in correctional facilities, social support is crucial because adolescents are socially and psychologically vulnerable. Social stigma and limited interaction with their environment can affect adolescents' emotional well-being and impact their learning motivation (Sousa et al., 2022). Therefore, social support is necessary to help adolescents maintain their enthusiasm for learning and optimism for the future.

CONCLUSION

This study shows that social support has a significant influence on adolescents' learning motivation at the Surakarta Class I Correctional Center. Social support provided by family, peers, and community mentors can increase adolescents' enthusiasm for learning, self-confidence, and engagement in the learning process. The findings of this study reinforce the idea that social support plays not only a supportive but also a protective role for adolescents in facing vulnerable social and psychological conditions, helping them maintain their learning motivation and optimism for the future.

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