



The Effect Of Adversity Quotient, Self-Efficiency And Social Family Support On Student Achievement Motivation (Case Study Of Distance Learning At Sman 67 Jakarta)

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Abstract

This study aims to analyze the effect of adversity quotient, self-efficacy and family social support on achievement motivation during distance learning at SMAN 67 Jakarta. The method used in this research is descriptive quantitative. The population reached in this study were all 11th grade students at SMAN 67 Jakarta, as many as 287 students. The sampling technique is proportional stratified random sampling. Data was collected using questionnaires or questionnaires distributed via google forms to 143 11th grade students at SMAN 67 Jakarta This study reveals that: 1) adversity quotient has a positive and significant effect of 36.2% on achievement motivation, 2) self-efficacy has a positive and significant effect of 30.3% on achievement motivation, 3) family social support has a positive and significant effect on 23,9% on achievement motivation, 4) adversity quotient, self-efficacy and family social support together have a positive and significant effect of 68.4% and the rest are influenced by other factors.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh adversity quotient, efikasi diri dan dukungan sosial keluarga terhadap motivasi berprestasi selama melaksanakan pembelajaran jarak jauh di SMAN 67 Jakarta. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Populasi yang terjangkau dalam penelitian ini adalah seluruh siswa kelas 11 di SMAN 67 Jakarta yaitu sebanyak 287 siswa. Teknik pengambilan sampel secara Proportionate Stratified Random Sampling. Pengumpulan data dilakukan dengan menggunakan kuesioner atau angket yang disebarakan melalui google formulir kepada 143 siswa kelas 11 di SMAN 67 Jakarta. Penelitian ini mengungkapkan bahwa: 1) adversity quotient berpengaruh positif dan signifikan sebesar 36,2% terhadap motivasi berprestasi, 2) efikasi diri berpengaruh positif dan signifikan sebesar 30,3% terhadap motivasi berprestasi, 3) dukungan sosial keluarga berpengaruh positif dan signifikan sebesar 23,9% terhadap motivasi berprestasi, 4) adversity quotient, efikasi diri dan dukungan sosial

keluarga secara bersama sama berpengaruh positif dan signifikan sebesar 68,4% dan sisa lainnya dipengaruhi oleh faktor lainnya.

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INTRODUCTION

Education plays an important role in realizing the country's ideals of becoming a developed country. However, in reality there are many problems that must be faced in improving education to realize these ideals. The educational problems faced by Indonesia are many and complex. The problems that arise are not only in terms of the concept of education, the procedures used, and the budget, but also in the process of implementing education from various systems in Indonesia that contribute to the complexity of education problems in Indonesia (Tholani, 2013).

In 2021 Indonesia experienced an extraordinary event with the Covid-19 outbreak which changed the way school learning became distance learning. The Ministry of Education and Culture (Kemendikbud) stated that there was a decline in student achievement in schools due to the COVID-19 pandemic. This can be seen from the impact that occurs on the academic results obtained by students, which makes the level of student achievement not as expected by themselves, the school and their parents.

There are several factors that can influence good academic achievement, which can be seen from internal factors and external factors of the students themselves. The student's internal factors are in the students themselves, especially the abilities they have. In addition to these factors, other factors that are beyond the ability of students such as attitudes in study habits, interests, motivation in learning, social and economic, physical and psychological factors and perseverance (Patulak, 2019).

To improve student achievement, achievement motivation is needed in him. Achievement motivation has a big role in the achievement that will be obtained by someone. Achievement motivation helps find changes in reactions, changes that exist within oneself that are related to changes in the internal and external environment and reactions from oneself to achieve the desire for these changes (Indah SR & Sugijanto, 2016).

This is in accordance with what is stated that motivation is an important factor in carrying out achievements, both in the academic field and in other fields (Ardhana, 1992). Motivation is side by side with the willingness to carry out tasks to fulfill goals. The motivation that is considered to play a role in individual work behavior is achievement motivation.

Achievement motivation is a general trait that is usually shown by students in various fields. On the other hand, there are also theorists who believe that achievement motivation is specific to certain tasks and events. Achievement motivation can also be of different forms, depending on the goals of individual desires (Ormrod, 2008).

According to McClelland in (Veithzal, 2013) using the term "n-ach" namely "Need for Achievement". Achievement motivation is defined as an effort to achieve success that aims to be successful in being competent with a measure of excellence over others. The concept of achievement motivation proposed by McClelland is a division of Need for Achievement, namely: (1) To complete something difficult, to master, to use or to set physical targets, living beings or ideas. (2) To work as quickly and freely as possible. (3) To overcome obstacles and achieve high standards. (4) To match and surpass others. (5) To increase self-esteem by successfully honing talent (Mangkunegara, 2007).

Achievement motivation according to McClelland in (Sujarwo, 2011) defines achievement motivation as a motive to achieve the desire to achieve success and aims to outperform in every competition. According to McClelland (Sarhani & Subandoro, 2014), there are six aspects of achievement motivation, namely (1) liking the feedback on every task they do; (2) have a sense of responsibility for all assigned tasks; (3) likes a balanced task that is not too difficult and not too easy; (4) having a diligent and tenacious nature in doing the assigned tasks; (5) full consideration and calculation in working not carelessly or

meticulously; (6) remain realistic about the success of the task being carried out. Researchers found that there are only 4 aspects of achievement motivation that are owned by students of SMAN 67 Jakarta, which means that grade 11 students of SMAN 67 Jakarta have low achievement motivation.

Achievement motivation must be owned by students this is influenced by several supporting factors. These factors must be understood and observed as well as possible by students, so that a positive influence is obtained, and can be a driving force to encourage students to achieve the desired goals, in this case the highest learning achievement.

McClelland in (Sutrisno, 2009) that achievement motivation is influenced by two factors, namely intrinsic factors and extrinsic factors. Intrinsic factors include: (1) values, (2) self-efficacy, (3) adversity quotient (level of fighting power), (4) experience. Extrinsic factors include: (1) environment, (2) individual relationships, (3) family social support.

Adversity quotient is an intrinsic factor that can affect achievement motivation. The adversity quotient was coined by Paul G Stoltz to bridge between intellectual intelligence (IQ) and emotional intelligence (EQ). According to him, someone who has a good IQ and EQ, but does not have the intelligence in fighting power that can overcome his difficulties well, both of these things will be useless.

In other words, the adversity quotient is an individual's opportunity to survive by doing the ways he has to overcome the difficulties he faces (Stoltz, 2000). Adversity quotient can also be interpreted as an individual's ability to use his intelligence to take action according to his direction and can change thinking patterns that can prevent him from the difficulties that the individual faces (Nashori, 2007).

Adversity quotient can determine a person's ability to survive and overcome adversity, predict who will survive or be thwarted in adversity, predict who will exceed high expectations for performance and potential, who will fail, and predict who will give up, and who will win (Stoltz, 2000).

Every difficulty is a challenge, every challenge is an opportunity, every opportunity is welcome. Change is part of a journey that must be welcomed. Under the conditions of the most difficult challenges, many individuals do not face life's challenges, most people stop trying before truly testing their strengths and limits. A person's ability to overcome various difficulties is called the intelligence of fighting power (adversity quotient).

Based on the definitions mentioned above, it can be concluded that the adversity quotient is a person's ability to think, manage and control behavior, as well as a person's resistance to challenges and difficulties in order to keep fighting. achieve the goal, namely the achievement or success to be achieved in life. According to (Stoltz, 2000) Adversity quotient has indicators, namely: (1) control, (2) Origin and Ownership, (3) Reach.

Besides AQ, self-efficacy is also a motivational factor for achievement. According to (Ormrod, 2008) self-efficacy is an assessment of one's own abilities. This ability can be in the form of completing tasks to achieve the desired goal. The concept of self-efficacy or self-efficacy is actually the core of the social cognitive theory proposed by Albert Bandura which emphasizes the role of learning based on observation, skills in socializing, and understanding and giving reciprocity in the development of one's personality.

The behavior of people under certain conditions depends on environmental conditions and the condition of one's way of thinking, especially the state of awareness of the belief that one is capable of completing tasks. According to (Alwisol, 2014), showing that self-efficacy is an assessment for a person, for good or bad actions and their completion and whether that person can do something according to the conditions of the current arrangement.

Belief is a part of who you are, and it can influence the type of activity an individual will choose, the effort that an individual puts forth, and an individual's patience to face adversity. Efficacy will determine the success or failure of a behavioral performance which

in turn will affect a person's sense of ability. If someone experiences success, self-efficacy will increase, and high self-efficacy will stimulate the individual's cognitive ability to act more diligently, especially if the goal is clear.

According to Bandura in (Permana et al., 2017), the self-efficacy of each individual is different from one another. This can be distinguished by three indicators including: (1) the level of task difficulty (level), (2) the individual's level of strength against his belief (Strength), (3) The breadth of the field of work performed (Generality).

Based on the statement above, it can be concluded that self-efficacy is an attitude or confidence in their own abilities, so that the individuals concerned do not need to worry too much about their own actions, they can do what they like freely and be responsible for their own behavior, and enthusiastic, polite, and acceptable when interacting with others and respecting others, have the motivation to be enterprising and recognize their own strengths and weaknesses.

Furthermore, in increasing achievement motivation, there is an extrinsic factor, namely family social support. The family environment is the main pillar of the family, the first thing that makes children independent, is the biggest internal support, namely the family environment that comes from parents, so that children can develop their abilities, and learn to take initiative, and decide what to do and learn to be responsible for all his actions (Santrock, 2003). Every individual who has this achievement motivation is also inseparable from the social support provided by the family. The social support provided by this family is important, because there are times when individuals experience problems in achieving the expected achievements, this makes the individual need support in the form of beliefs and suggestions for what actions the individual should take in solving problems that occur.

Family social support when implementing distance learning is very much needed because the Pjj is carried out at home. So that the atmosphere of the house becomes an important factor in the course of the PPJ carried out by students. With family social support, it will affect the level of student motivation, where students can become more enthusiastic because of the support from their families at home where distance learning is carried out.

. Family social support according to Johnson & Johnson (1991) in (Sancahya & Susilawati, 2014) is the existence of a family that can be relied on for help, encouragement, and acceptance when individuals experience difficulties. So it can be concluded from some of the above understanding of family social support is the provision of encouragement, motivation given from the family.

According to Sarafino in (Puspitasari et al., 2010) suggests that there are several indicators of family social support, including: (1) emotional support, (2) appreciation support, (3) instrumental support, (4) informative support. From the statement above, it can be concluded that family social support is the provision of encouragement, motivation given by the family. The support given to the individual can be in the form of attention, appreciation, affection that can trigger the person to be enthusiastic and not give up easily in achieving the goals that the individual wants.

Having achievement motivation in every study is very important. If students have achievement motivation, they will make the academic value received in accordance with what is desired. So that if all students have high achievement motivation, education in Indonesia will be better because there are superior human resources. Moreover, with the occurrence of the Covid-19 pandemic, as at this time, students must have high achievement motivation so that they have the enthusiasm to learn from home, where usually the house is only a place to rest. Achievement motivation can occur if students have a high adversity quotient, good self-efficacy and family social support that can increase students' desire to have good achievements. Therefore, from the data that

researchers obtained, the low level of achievement motivation in class XI students at SMAN 67 Jakarta, especially in economics subjects, became a problem for researchers, moreover the finding of adversity quotient, low self-efficacy and family social support were factors of motivation. student achievement.

Based on this, researchers are interested in examining the effect of adversity quotient, self-efficacy and family social support on students' achievement motivation in economics subjects (case study of 11th grade distance learning at SMAN 67 Jakarta).

METHOD

Type of research used in this research is descriptive quantitative research. Descriptive quantitative research method is a research that has a purpose to describe the events that are happening factually and accurately. This method explains events or phenomena by using numbers that describe the subject under study. The research method instrument used is a questionnaire or questionnaire that contains questions about views on the problem being studied. In addition to the questionnaire, observations and interviews were also used. This method is a survey method, namely collecting data from a certain place to the population needed in a predetermined way (Sugiyono, 2017). In this study, the researcher used a questionnaire to be answered by the sample as research respondents which was circulated online through the google form media.

The population is the whole object of research or also called universal (Taniredja & Mustafidah, 2012). A population is defined as a clearly defined group of people, all members of an event or object, or a larger group that is the object of generalization. Based on this statement, it can be interpreted that population is a population defined as a clearly defined group of people, all members of an event or object, or a larger group that is the target of generalization. The population in this study were all students of class XI SMAN 67 Jakarta totaling 287 students.

The sampling technique using Proportionate Stratified Random Sampling is used with the aim of obtaining a representative sample by looking at the class XI student population at SMAN 67 Jakarta which is stratified, which consists of several heterogeneous (different) classes. Sampling with this method is if the subject is less than 100 people, then all of the subjects are taken as samples. but if the subject is more than 100 people then the subject can be taken 10-15% or 20-25% or more. So the researchers took samples from class X1 MIPA and XI IIS and from each class a representative was taken as a sample.

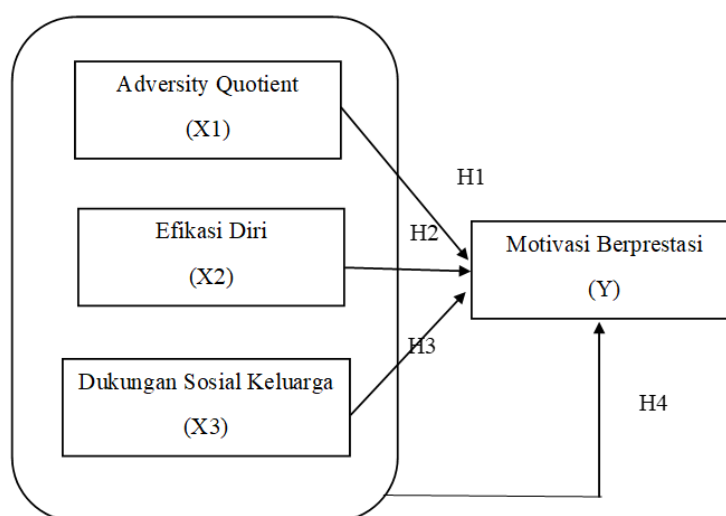


Figure 1. Research Design The

variables measured in this study are achievement motivation variables (Y) with indicators according to Schunk, et al. (2008); Wigfield and Eccles, (2002) which consists of: (1) choice (Choice), (2) persistence or persistent (tenacious), and (3) effort (effort). Adversity quotient (X1) with indicators according to (Stoltz, 2000) Adversity quotient has the following indicators: (1) control, (2) Origin and Ownership, (3) Reach. Self-efficacy (X2) with indicators according to Bandura in (Permana et al., 2017), self-efficacy in each individual has differences between one another. This can be distinguished by three indicators including: (1) the level of difficulty of the task (level), (2) the level of individual strength against his belief (Strength), (3) the breadth of the field of work carried out (Generality). And the last variable, namely family social support (X3) which has indicators, namely according to Sarafino in (Puspitasari et al., 2010) suggesting that there are several indicators in family social support, including: (1) emotional support, (2) appreciation support, (3) instrumental support, (4) informative support.

Data collection methods used were questionnaires, observation, documentation, and interviews. The questionnaire used is a closed questionnaire. The data analysis method used multiple linear regression analysis, first doing the classical assumption test, namely normality, heteroscedasticity, multicollinearity, and linearity tests. Then a hypothesis test was conducted which included a partial test (t test), simultaneous test (F test), partial determination coefficient (r²), simultaneous determination coefficient (R²).

RESULTS AND DISCUSSION

Based on this study, it was found that there was a positive and significant influence between adversity quotient (X1), self-efficacy (X2), and family social support (X3) on students' achievement motivation during distance learning at SMAN 67 Jakarta.

The classical assumption tests in this research include: normality test, heteroscedasticity test, multicollinearity test, and linearity test. The normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution. The normality test was carried out with the Kolmogorov-Smirnov (KS) statistical test with the results showing the value of the Komogorov-Smirnov Z of the adversity quotient, self-efficacy, and family social support variables on achievement motivation of a significance value of Asymp. Sig. (2-tailed) of 0.200. Because the significance value is more than 5%, it can be concluded that the residuals are normally distributed.

According to Ghozali (2016) the linearity test is used to determine whether the dependent variable and the independent variable have a linear relationship. The linearity test was carried out by looking at the significance value of the SPSS test from linearity output with a significance level of 0.05. The linearity significance value of the Adversity Quotient variable is $0.000 < 0.05$ and the deviation from linearity significance value is $0.088 > 0.05$. So it can be concluded that the Adversity Quotient (X1) variable with Achievement Motivation (Y) in this study has a linear relationship. the linearity significance value of the Self-Efficacy variable is $0.000 < 0.05$ and the deviation from linearity significance value is $0.063 > 0.05$. So it can be concluded that the variable Self-Efficacy (X2) with Achievement Motivation (Y) in this study has a linear relationship. The linearity significance value of the Family Social Support variable is $0.000 < 0.05$ and the deviation from linearity significance value is $0.082 > 0.05$. So it can be concluded that the variables of Family Social Support (X3) with Achievement Motivation (Y) in this study have a linear relationship.

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residual of one observation to another observation. Based on the test results, the significant value is more than 0.05. So that there is no heteroscedasticity problem in the regression model. With Heteroscedasticity Test Results with Spearman's Rho Method on the adversity quotient variable (X1) of 0.809, on the self-efficacy variable (X2) of 0.218, on the variable of family social support (X3) of 0.208.

The multicollinearity test aims to see whether there is a correlation between the independent variables or not. Multicollinearity is done by looking at the Tolerance and Variance Inflation Factor (VIF) values. It is said that there is no multicollinearity if the tolerance value is > 0.1 or VIF < 10. The results of the multicollinearity test by looking at the Tolerance and Variance Inflation Factor (VIF) with the tolerance value of the independent variable being above 0.1 and the VIF value of the independent variables being all below 10 means that there is no multicollinearity.

Tabel 1. Hasil Uji Regresi Berganda

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.815	1.949		4.009	.000
	Adversity Quotient	.280	.060	.362	4.641	.000
	Efikasi Diri	.272	.072	.303	3.763	.000
	Dukungan Sosial Keluarga	.149	.057	.239	2.635	.009

a. Dependent Variable: Motivasi Berprestasi

Looking at the Unstandardized Coefficients Beta value above, it can be determined the multiple linear regression equation resulting from this research, as follows:

$$Y = 7.815 + 0.280X_1 + 0.272X_2 + 0.149X_3.$$

Which means that: (a) The constant is 7.815, which means if the Adversity Quotient, Self-Efficacy and Family Social Support variables are considered zero, the Achievement Motivation variable is 7.815. (b) Adversity Quotient regression coefficient obtained a value of 0.280 which means that if the Adversity Quotient variable has increased while the Self-Efficacy and Family Social Support variables are assumed to be constant, Achievement Motivation will also increase by 0.280. (c) Self-Efficacy regression coefficient obtained a value of 0.272 which means that if the Self-Efficacy variable increases while Adversity Quotient and Family Social Support are assumed to be constant, Achievement Motivation will also increase by 0.272. (d) The regression coefficient for Family Social Support obtained a value of 0.149, which means that if the variables of Family Social Support experience an increase while Adversity Quotient, Self-Efficacy and Family Social Support are assumed to be constant, Achievement Motivation will also increase by 0.149.

Table 2. Individual Parameter Significance Test (Test Statistics t)

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		

1	(Constant)	7.815	1.949		4.009	.000
	Adversity Quotient	.280	.060	.362	4.641	.000
	Efikasi Diri	.272	.072	.303	3.763	.000
	Dukungan Sosial Keluarga	.149	.057	.239	2.635	.009
a. Dependent Variable: Motivasi Berprestasi						

Table 3. F Statistical Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2163.943	3	721.314	100.411	.000 ^b
	Residual	998.519	139	7.184		
	Total	3162.462	142			
a. Dependent Variable: Motivasi Berprestasi						

Tabel 4. Koefisien Determinasi

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.677	2.68022
a. Predictors: (Constant), Dukungan Sosial Keluarga, Adversity Quotient, Efikasi Diri				
b. Dependent Variable: Motivasi Berprestasi				

This t test aims to see the effect of the independent variable on the dependent variable partially or individually. So in this study, it will be seen how the influence of the Adversity Quotient variable on Achievement Motivation, Self-Efficacy on Achievement Motivation and Family Social Support on Achievement Motivation. By comparing tcount and ttable, the following conclusions can be drawn: (a) Partially the Adversity Quotient variable has a positive and significant effect on Achievement Motivation because tcount (4.641) > ttable (1.977) and the significance value is 0.000 less than 0.05. (b) Partially, the self-efficacy variable has a positive and significant effect on achievement motivation because tcount (3.763) > ttable (1.977) and the significance value is 0.000 less than 0.05. (c) Partially, the Family Social Support variable has a positive and significant effect on Achievement Motivation because tcount (2,635) > ttable (1,977) and the significance value is 0.009 less than 0.05.

The F test or known as the Simultaneous Test aims to see how much influence all the independent variables (independent) in this case Adversity Quotient, Self-Efficacy and Family Social Support together on the dependent variable (dependent). The results of the F test in this study can be seen in Table 3. ANOVA. The table shows that the Fcount processed using SPSS is 100.411 with a significance value of 0.000. Thus, it can be said that the sign value = 0.000 < 0.05. This means that the variables Adversity Quotient,

Self-Efficacy and Family Social Support together have a significant effect on Achievement Motivation.

After the independent variable is declared to have an effect on Achievement Motivation, then to see how much influence it has, it can be seen in the Model Summary Table calculated using the Statistical Program for Social Science (SPSS), as shown in table 4. The table shows that the R Square value is 0.684 or 68.4%. This means that the variables Adversity Quotient, Self-Efficacy and Family Social Support affect the dependent variable Achievement Motivation by 68.4% while the remaining 31.6% is influenced by other variables not included in this study.

CONCLUSION AND RECOMMENDATIONS

Based on the analysis and research regarding the Effect of Adversity Quotient, Self-Efficacy and Family Social Support on Student Achievement Motivation (Case Study of Distance Learning at SMAN 67 Jakarta), the researchers can conclude:

There is a positive and significant influence between Adversity Quotient on Achievement Motivation of Grade 11 Students at SMAN 67 Jakarta during distance learning. This means that the higher the level of fighting power or the adversity quotient, the higher the student's achievement motivation will also be.

There is a positive and significant influence between Self-Efficacy on Achievement Motivation of Grade 11 Students at SMAN 67 Jakarta when implementing Distance Learning. This means that the higher the self-efficacy, the higher the student's achievement motivation will also be. Likewise, the lower the student's self-efficacy, the lower the achievement motivation will also be.

There is a positive and significant influence between Family Social Support on Achievement Motivation of Grade 11 Students at SMAN 67 Jakarta when implementing Distance Learning. This means that the higher the support provided by the family, the higher the student's achievement motivation will also be. Likewise, the lower the family's social support, the lower the achievement motivation will also be.

There is a positive and significant influence between Adversity Quotient, Self-Efficacy and Family Social Support on Achievement Motivation of Grade 11 Students at SMAN 67 Jakarta when implementing Distance Learning. This means that the higher the Adversity Quotient, Self-Efficacy and Family Social Support, the higher the student's achievement motivation will also be. Likewise, the lower the family's social support, the lower the achievement motivation will also be. This means that all independent variables in this study, namely adversity quotient (X1), self-efficacy (X2) and family social support (X3) can affect student achievement motivation (Y).

Based on the conclusions and what has been stated above, to increase achievement motivation in economics subjects, especially when implementing distance learning, internal and external factors are needed, especially in the variables studied, namely as follows:

Each student further increases the choice (choice) in achievement motivation. Where the indicator has the lowest percentage in the achievement motivation variable. Increasing these indicators can be done by students encouraging themselves to be more active in the academic field by asking questions if they still don't understand the lessons given, if students have free time students can encourage themselves to be able to choose to search the internet about lessons, and encourage he wants to be the best among others.

Students can also increase the level of fighting power or adversity quotient on the Reach indicator where the indicator has the lowest percentage in the adversity quotient variable. The low level of student fighting power will affect other parts of the student's life. Therefore, students are expected to be able to immediately solve the problems they

face in order to increase their fighting power to excel. Problem solving that is done as soon as possible will make the problem quickly resolved and will not affect the students' fighting power in achieving.

Students can also improve self-efficacy by increasing the indicator of the difficulty level of the task at hand (level) where this indicator is the lowest indicator in the self-efficacy variable. Increasing this indicator can be done by students by increasing their self-confidence to always try to achieve the desired achievement, students can also plan and organize themselves to complete the given task, and are always confident if all tasks can be done no matter how difficult the task.

The family is the most important part in the distance learning process that is carried out at home. In the variable of family social support, emotional support indicators have the lowest percentage. Therefore, researchers expect families to care more about students. This emotional support can be increased by families encouraging students, families can also give praise if students get satisfactory results and families can also help by listening to complaints if students are facing problems. By increasing emotional support, it is hoped that students will be more motivated in achieving because they feel that the family cares about the expected future.

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