

THE EFFECT OF SELF EFFICACY, PARENTS ATTENTION AND PEERS SOCIAL SUPPORT TOWARDS STUDENT LEARNING MOTIVATION ON STUDENT

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Abstract

The purpose of this research is getting a valid knowledge about the problems formulated regarding the effect of self-efficacy, parental attention and peer social support on learning motivation in students of SMK Negeri 31 Jakarta. The research method used by the researcher is quantitative, while the total population is 204 students. The sample technique used simple random sampling, which amounted to 135 students obtained from the results of the calculation of the Slovin formula above with an error rate of 5%. Collecting data using a questionnaire by utilizing the google form. Based on the test results of the determinant coefficient analysis, it is known that the R square in the summary model is 0.623. It was concluded that 62.3% was the effect of self-efficacy variables, parental attention and peer social support together on student learning motivation, while the remaining 37.7% was influenced by other factors not examined in this study.

Abstrak

Penelitian ini bertujuan agar peneliti dan pembaca dapat memperoleh pengetahuan yang valid mengenai masalah-masalah yang dirumuskan mengenai pengaruh efikasi diri, perhatian orang tua dan dukungan sosial teman sebaya terhadap motivasi belajar pada siswa SMK Negeri 31 Jakarta. Metode penelitian yang digunakan oleh peneliti ialah kuantitatif, adapun jumlah populasinya yaitu 204 siswa. Teknik sample menggunakan *simple random sampling*, yang berjumlah 135 siswa diperoleh dari hasil perhitungan rumus slovin diatas dengan taraf kesalahan 5%. Pengumpulan data menggunakan kuesioner dengan memanfaatkan google form. Berdasarkan hasil uji analisis koefisien determinan, diketahui bahwa R square pada *model summary* sebesar 0,623. Disimpulkan bahwa sebesar 62,3% merupakan pengaruh variabel efikasi diri, perhatian orang tua dan dukungan sosial teman sebaya secara bersama-sama terhadap motivasi belajar siswa, sedangkan 37,7% sisanya dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini.

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INTRODUCTION

According to data from the Central Statistics Agency or BPS, it is stated that the level of education in Indonesia is currently still dominated by the population with secondary education (Rakyat, 2021). Based on information obtained from education statistics in Rakyat (2021) that in 2021 according to the results of the Susenas in March 2021, it was noted that 6.91% of students aged 10-24 years had worked in the last week to help their parents' economy. and about 39.34% of students aged 10-24 years have to take care of the household. This case is often found in Indonesia, the dropout rate is getting higher along with the higher level of schooling (Rakyat, 2021). The level of public education in Indonesia is only dominated by the level of secondary education. During the COVID-19 pandemic, education became one of the areas affected and had to undergo changes in teaching and learning activities. Schools must be temporarily closed in order to reduce the spread of COVID-19, the process of teaching and learning activities that were previously carried out in schools but are now carried out online. This certainly raises many problems with the state of education in Indonesia. Thus, to find out the problems with student motivation, the researchers conducted pre-research as supporting data by distributing questionnaires to students at SMKN 31 Jakarta. Based on this pre-research, 61% of SMKN 31 Jakarta students have low learning motivation, while 39% of SMKN 31 Jakarta students have high learning motivation.

There are factors that cause student learning motivation is still low, these factors come from internal and external. Based on the pre-research that has been done by the researcher, the factors that influence student motivation at SMKN 31 Jakarta are student self-efficacy, parental attention, peer social support, student appreciation and self-confidence. Of the five factors, the factor that has the lowest percentage is appreciation with a percentage of 9% and student confidence with a percentage of 13%. This shows that the main factors that influence the learning motivation of SMKN 31 Jakarta students are self-efficacy with a percentage of 43%, then the attention factor of parents with a percentage of 21% and the social support factor of peers with a percentage of 14%. Based on the results obtained, the researcher is interested in conducting research with the 3 variables above, namely student self-efficacy, parental attention and peer social support as independent variables.

In the learning process, motivation is very necessary, because someone who does not have motivation in learning will not be able to carry out learning activities (Djamarah, 2015). The decline in students' learning motivation will be a problem for the students themselves in determining their future. Therefore, learning motivation is considered important for every student to have so that what he learns can be applied in his life. To do anything requires motivation or encouragement that makes someone do it with a purpose. Duncan, Kim, Baek, Yiu, & Wu (2021) argues that motivation is a condition that causes and sustains behavior to achieve certain goals. Zuo, Hu, Luo, Ouyang, & Zhang (2022) stated that learning motivation will lead to self-confidence, tendency and interest of students in completing their tasks to achieve certain goals in learning. Then Lin, Chen, & Liu (2017) stated that learning motivation is a mediator that connects between stimuli and reactions. In other words, learning motivation is a stimulus from individual students about their duties in learning and students will realize learning as a reaction to these stimuli. Cahyani et al., (2020) states that learning motivation is the driving force that lies within the learner that raises the intention to learn so that the learning objectives can be achieved. Based on the theory of experts, the researchers concluded that learning motivation is an impulse that exists within students to learn in order to achieve learning outcomes and goals.

Self-efficacy has a positive effect on motivational elements such as direction, effort and perseverance in learning (Zuo et al., 2022). In addition, self-efficacy is also defined as an individual's belief in himself in his ability to solve problems or complete tasks (Duncan et al., 2021). Usher & Schunk (2018) in Duncan et al., (2021) states that self-efficacy is the main determinant in carrying out activities, in the form of willingness to try and be diligent in trying both inside and outside school. Charles B.Hodges (2018) stated that student self-efficacy is a feeling of confidence that students believe in their ability to achieve success in their learning activities. Zientek, Fong, & Phelps (2019) Self-efficacy is a factor that determines the motivation and actions taken by a person because of one's abilities. Based on the theory of experts, the researchers concluded that the self efficacy is a person's belief in his performance to complete a task or solve a problem. Odabas (2022) stated that self-efficacy plays the most important role when it comes to learning motivation. Students who have high self-efficacy are able to motivate themselves without a sense of compulsion, they can carry out all the plans they have in mind to be realized into their actions in order to achieve their goals. Self-efficacy is an element of a person's personality that develops through individual observations of the effects of his actions in certain situations. Fariyah & Rakasiwi (2020) states that the successes and failures experienced by students are part of the learning experience. This experience will result in a student's self-efficacy in solving his own problems, so that the student's learning ability can increase. Therefore, positive self-efficacy can affect the learning process so that students are motivated to learn in order to achieve their own learning goals and achieve maximum learning achievement. Kılıçoğlu (2018) argues that self-efficacy is also one of the most influential aspects of self-knowledge or self-knowledge in everyday human life. Self-efficacy influences students in determining the actions they will take to determine a goal in life, including predicting various events that will be faced. Self-efficacy that exists in students can affect the thoughts, feelings, directions of students' actions and what methods or methods they apply to motivate themselves in learning. Based on the research of the experts above, it can be seen that self-efficacy that comes from within students can affect the level of student motivation. Students who have confidence in their ability to achieve their learning goals will try to motivate themselves without compulsion, besides that they will be able to realize their plans into actions that support them to achieve their goals.

Biber et al., (2019) stated that parental attention can be defined as parental behavior and concern that involves the goals, aspirations, hopes, attitudes and beliefs of parents towards their children, including in the field of education. Harefa & Hia (2020) states that parental attention is everything that parents do to support children's learning activities. According to Cheung & Pomerantz (2012) states that parental attention is everything that parents do to support children's learning activities. Sehe et al., (2022) Parental attention is all forms of treatment or activities carried out by parents to support children's learning activities. Based on the theories according to the experts stated above, the researcher concludes that parental attention is a form of parental care and responsibility in meeting the needs of children both physically and non-physically for their children to achieve children's success.

Lagili, Moonti, & Mahmud, 2019 states that parental attention is one of the extrinsic factors that affect student learning motivation, lack of attention from parents will cause students' learning motivation to decrease. Hwang & Jung (2021) parental attention from childhood can help students to develop maturely. Students will be able to make their own decisions, solve their own problems and be able to pursue the goals they have set in their lives, whereas if the attention and support of parents is low during school, this will cause

psychological pressure and psychological complaints experienced by students during their learning activities. . Based on the theory and research related to parental attention above, it can be seen that the role of parents in giving attention to their children has an important effect on child development. Moreover, at the age of students, parents' attention to students' education will provide a sense of respect for the students themselves which will lead to learning motivation to continue learning consistently.

Hale et al., (2005) in Sabouripour & Roslan (2017) states that social support is needed by someone to suggest help when needed. Regain et al., (2020) Peer social support is the interaction of individuals with relatively the same characteristics, namely in terms of age and social status which is expressed in the form of attention, care and assistance to someone to increase the confidence of individuals who are given social support. Oktavia & Dewi (2021) states that social support from peers is the desire of peers to provide a sense of comfort to their peers and this support can be in the form of respecting each other. In research by Saputro & Sugiarti (2021) Peer social support is support that comes from close friends in the form of empathy, affection, attention, and can provide information regarding what teenagers should do in an effort to socialize well in their environment. Based on the theories from the experts that have been stated above, the researchers draw conclusions about peer social support. Peer social support is support both verbal and physical which includes care and support given by peers so as to create comfort in supported friends.

In research by Santi & Khan (2019) it can be seen that a good relationship among peer members will affect student learning activities at school, therefore social support from peers can increase student learning motivation which provides encouragement to carry out learning activities well. Puspitasari et al., (2021) the support provided by peers will have a positive influence on student motivation. Peer social support can be in the form of an invitation from friends to work on and discuss a lesson. Oktasari et al., (2018) states that social support has a good role and influence on students' academic achievement, learning motivation and students' efforts in pursuing their goals. Peer social support is a form of comfort, attention, appreciation or assistance given by peers in the learning process. In the association of students at school, they must interact with their friends, this interaction can lead to peer support. Based on the theories above, it can be seen that the social support of friends has an important influence and role in growing students' learning motivation. This is because students will feel more valued and generate encouragement to learn in order to achieve their goals. Peer social support will make students enjoy the learning process more. In addition, in interactions with friends, students also see the achievements of other friends so that it will bring up the drive and feeling to be able to achieve the same achievements as friends achieved at school. Students who get social support from their friends will be easier to be motivated than students who do not get social support from their friends.

METHOD

The research method used by the researcher is a quantitative research method, this method is in the form of collecting, processing, analyzing and presenting data objectively based on numbers to solve problems or test hypotheses to develop general principles (Duli, 2019). Tujuan dari penelitian kuantitatif adalah menjelaskan fenomena melalui pengumpulan data yang sebagian besar terdiri atas data numerik he purpose of quantitative research is to explain phenomena through data collection, which mostly consists of numerical data (Adhi Kusumastuti, 2020). The population in this study were class XI students of SMK Negeri 31 Jakarta from each of the existing majors, while the total population was 204 students. For sampling, the researcher used a simple random

sampling technique. The sample in this study amounted to 135 students, which had been obtained from the results of the calculation of the Slovin formula above with an error rate of 5%. The data was collected using a questionnaire by utilizing the google form which was distributed to class XI students of SMK Negeri 31 Jakarta

Each variable is measured by indicators of each variable and the item statement of the instrument is filled in using the Likert scale model. The Likert scale is a research scale used to measure a person's attitudes and opinions towards statements. For filling out the questionnaire in this study using a Likert scale with a rating scale of 1 to 4 with a score as follows:

Table 1 Scoring scale

Answer Category	Scoring	
	Positive	Negative
Strongly agree (SS)	4	1
Agree (S)	3	2
Don't agree (TS)	2	3
Strongly disagree (STS)	1	4

The use of the Likert scale as above is so that respondents can consider the answers they will choose clearly to the statements in the questionnaire, in line with the opinion (Hadi, 1991) which states that the Likert scale as above was chosen because it avoids giving a middle category that means double or multi interpretable, next is to avoid the tendency of respondents to choose the middle category or hesitate, because they are not sure of the answer or choose a safe answer.

In the selection of indicators, the researcher adopted the indicators used in this study from previous studies. Student learning motivation can be measured or characterized by several indicators that adopted from research by Dini et al., (2019); Lestari (2019); Yurniati et al., (2019), including the desire and desire to succeed, encouragement and learning needs and interesting learning activities. While the student self-efficacy variable can be characterized by several indicators that adopted from research by Maulani et al., (2020); Mawaddah (2019); Mukti & Tentama (2020) including magnitude, strength, generality. While the variable of parental attention can be measured or characterized by several indicators that adopted from research by Ayu & Astuti (2018); Mahmudi et al., (2020); Nurcahya (2021) including providing guidance, supervision of learning and the provision of learning facilities. While the social support variable uses several indicators adopted from research by Fetual (2021); Mulyadi et al., (2020); Regain et al., (2020), the indicators are emotional support, friendship support, instrumental support and information support.

To make it easier for researchers to interpret the results of the research from the answers in the questionnaire, the researcher refers to the score interpretation criteria as follows:

Tabel 2 Interpretation Criteria Score

Criteria Score	Self Efficacy (S+SS)	Parents attention (S+SS)	Peer Social Support (S+SS)	Learning motivation (S+SS)
0% - 25%	Very low	Very low	Very Not good	Very low
26% - 50%	Low	Low	Not good	Low
51% - 75%	High	High	Good	High

76% - 100%	Very High	Very High	Very good	Very High
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RESULTS AND DISCUSSION

Based on the data collection that has been done, the profile of the respondents is based on the respondent's study program. Respondents in this study were dominated by students of the Visual Communication Design (DKV) study program with a percentage of 23%, then the second was dominated by students of the PKM or Banking and Microfinance study program with a percentage of 23%, then the third was dominated by students of the Animation study program. and AKL or Institutional Accounting & Finance, then the fourth is dominated by students of the BDP or Online Business & Marketing study program with a percentage of 14% and the last is students of the OTKP study program or Office Governance Automation as much as 8%.

Then the results of the descriptive analysis of each variable are as follows in the indicator variable learning motivation which is the Y variable, the results of the descriptive analysis of student learning motivation are included in the very high category indicated by statement number 1 namely "I have a goal in learning" on the desire indicator and the desire is successful, getting answers for the agree (3) and strongly agree (4) options with a percentage of 97.8%. In addition, very high learning motivation is also shown by statement number 9, namely "interesting learning makes me enthusiastic when learning" on the indicators of encouragement and learning needs, getting answers for the options agree (3) and strongly agree (4) with a percentage of 95%.

In the indicator variable self-efficacy which is variable X1, the results of the descriptive analysis of student self-efficacy are included in the high category indicated by statement number 5 namely "I look for solutions when facing challenges" on the generality indicator, getting answers for the agree option (3) and strongly agree (4) with a percentage of 96.8%. In addition, high student self-efficacy is also indicated by statement number 2, namely "I completed the task on time" on the magnitude indicator, getting answers for the agree (3) and strongly agree (4) options with a percentage of 87%.

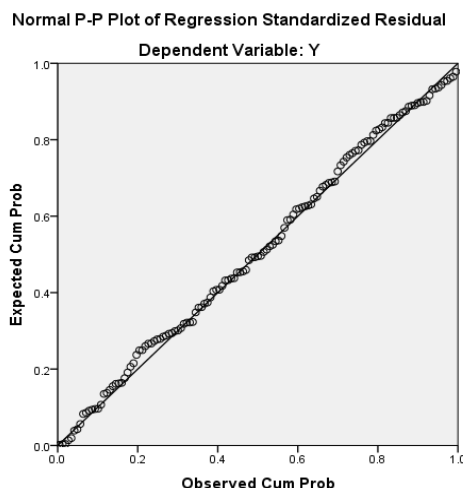
In the variable indicator of parental attention which is variable X2, the results of the descriptive analysis of parental attention are included in the very high category indicated by statement number 1 namely "parents always give advice" on the indicator of providing guidance, getting answers for the agree option (3) and strongly agree (4) with a percentage of 95.6%. In addition, the very high attention of parents is also shown by statement number 9, namely "parents facilitate online learning by providing wifi or data packages" on the indicator of providing learning facilities, getting answers for options agree (3) and strongly agree (4) with a percentage 93.6%.

In the indicator variable peer social support which is variable X3, the results of the descriptive analysis of peer social support are included in the very good category as indicated by statement number 5 namely "my friends and I provide support to each other" on the friendship support indicator, get answers to agree (3) and strongly agree (4) options with a percentage of 97%. In addition, very good peer social support is also shown by statement number 11, namely "when there is an assignment, my friends always inform me well" on the informative support indicator, getting answers for the agree (3) and strongly agree (4) options with a percentage of 93.8%.

The results of the data analysis that have been carried out are as follows, based on the results of the data analysis requirements test that has been carried out in this study, it is

known that the data has been normally distributed, indicated by the significance value of the variables studied that have met the requirements of the normality test so that it can be stated that the data are normally distributed, in the normality test with the Normal Probability Plot, the spread of the data is around the diagonal line, it can be concluded that the data is normally distributed. The following are the results of the normality test calculation using the Normal Probability Plot Graph which can be shown in the graph below:

Picture 1 Normal Probability Plot chart



Based on the graph above, it can be seen that the distribution of the data in this study is around the diagonal line, it can be concluded that the data is normally distributed.

Table 3 Linearity test results of self-efficacy variables (X1) on learning motivation (Y)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	660.192	24	27.508	5.958	.000
		Linearity	563.212	1	563.212	121.983	.000
		Deviation from Linearity	96.980	23	4.217	.913	.581
	Within Groups		507.887	110	4.617		
Total		1168.078	134				

Furthermore, based on the results of the linearity test in the table above, it shows that the significance value between the self-efficacy variable (X1) and learning motivation (Y) is 0.581 > 0.05. So it can be stated that there is a linear relationship between self-efficacy variables and learning motivation variables.

Table 4 The results of the linearity test of the parental attention variable (X2) on learning motivation (Y)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	612.838	28	21.887	4.178	.000
		Linearity	485.319	1	485.319	92.651	.000

	Deviation from Linearity	127.519	27	4.723	.902	.608
Within Groups		555.241	106	5.238		
Total		1168.078	134			

Based on the table above, the significance value between the parental attention variable (X2) and learning motivation (Y) is $0.608 > 0.05$. So it can be stated that there is a linear relationship between the parental attention variable and the learning motivation variable.

Table 5 Linearity Test Results of Peer Social Support (X3) on Learning Motivation (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Y* X3	Between Groups	(Combined) Linearity	404.654	23	17.594	2.558	.001
		Deviation from Linearity	222.158	1	222.158	32.301	.000
			182.496	22	8.295	1.206	.258
Within Groups			763.425	111	6.878		
Total			1168.078	134			

Based on the table above, the significance value between peer social support (X3) and learning motivation (Y) is $0.258 > 0.05$. So it can be stated that there is a linear relationship between peer social support variables and learning motivation variables.

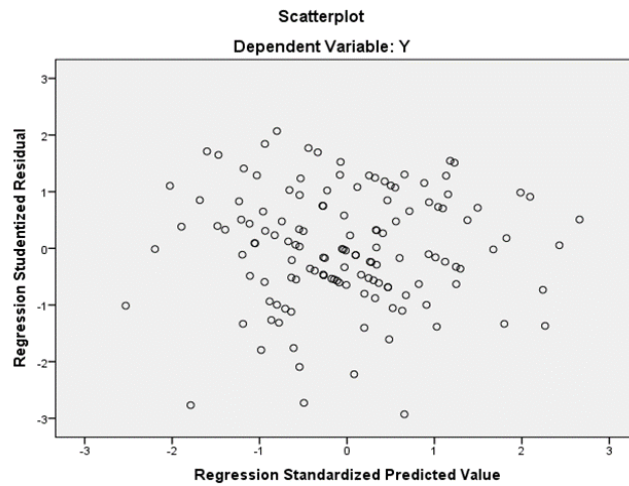
Table 6 Multicollinearity Test Results Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	12.424	1.417		8.765	.000		
X1	.425	.038	.694	11.128	.000	.762	1.313
X2	.274	.028	.645	9.723	.000	.678	1.476
X3	.235	.042	.436	5.589	.000	.713	1.402

a. Dependent Variable: Y

Based on the table above, it can be seen that the VIF value of the self-efficacy variable (X1) $1.313 < 10$, the VIF value of the parental attention variable (X2) $1.476 < 10$, the VIF value of the peer social support variable (X3) $1.402 < 10$. As for the tolerance value it can be seen that the tolerance value for the self-efficacy variable (X1) is $0.762 > 0.10$, while the tolerance value for the parental attention variable (X2) is $0.678 > 0.10$ and the tolerance value for the peer social support variable (X3) is $0.713 > 0.10$. So it can be concluded that the regression model in this study does not have symptoms of multicollinearity and has meet the classic multicollinearity assumption test. As for the results of the heteroscedasticity test below, it can be seen that the points spread irregularly and do not form a regular pattern such as wavy, spreading and then narrowing. So it can be concluded that the regression model in this study does not occur heteroscedasticity.

Picture 2 Heteroscedasticity Test with Scatterplot



Furthermore, the results of the calculation of the multiple regression equation test, the following results were obtained: $= 12,424 + 0,425X_1 + 0,274X_2 + 0,235X_3$. The multiple regression equation shows that the constant value (α) is 12,424. The coefficient value of the X_1 variable is 0.425, the coefficient value of the X_2 variable shows a value of 0.274, the coefficient value of the X_3 variable is 0.235.

Table 7 Multiple Regression Equation Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.424	1.417		8.765	.000
X1	.425	.038	.694	11.128	.000
X2	.274	.028	.645	9.723	.000
X3	.235	.042	.436	5.589	.000

a. Dependent Variable: Y

Next is the result of a partial test (t test) that tests each variable, t-table at a significance level of 5% or 0.05 with a df of 131 obtained from the formula $df=n-k-1$, so $df=135-3-1=131$, then $t\text{-table}=1,978$ is obtained. Based on the results of the t-test, the variable X_1 to Y is $t\text{-count } 11,128 > t\text{-table } 1,978$ and $\text{sig.}t \ 0.000 < 0.05$. Based on this analysis, it can be concluded that there is a positive and significant influence between self-efficacy on students' learning motivation. Then the variable X_2 to Y is $t\text{-count } 9.723 > t\text{-table } 1.978$. As for the significance value of $0.000 < 0.05$. Based on this analysis, it can be concluded that there is a positive and significant influence between parents' attention on students' learning motivation. Then the variable X_3 to Y is $t\text{-count } 5.589 > t\text{-table } 1.978$. As for the significance value of $0.000 < 0.05$. Based on this analysis, it can be concluded that there is a positive and significant influence between peer social support on students' learning motivation.

Table 8 F . Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	728.169	3	242.723	72.280	.000 ^b
	Residual	439.909	131	3.358		
	Total	1168.078	134			

a. Dependent Variable: Motivasi Belajar

b. Predictors: (Constant), Dukungan Sosial Teman Sebaya, Efikasi Diri, Perhatian Orang Tua

Based on the results of the F test that has been carried out, it can be seen that the F-count is 72,280. The t-table is at a significance level of 5% or 0.05 with df 1 with the formula (number of variables-1), so that the value of df 1 is 4-1 = 3 and df 2 is 131 which is obtained by the formula $df\ 2 = n - k - 1$ (n is the amount of data, k is the number of independent variables) so that $df\ 2 = 135 - 3 - 1 = 131$, then the F-table is 2.67. So that the F-test results obtained are F-count $72.280 > F\text{-table } 2.67$ and a significance value of $0.000 < 0.05$. Based on this analysis, it can be concluded that self-efficacy, parental attention, and peer social support together have a positive and significant effect on students' learning motivation.

Table 9 Determinant Coefficient Analysis Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790 ^a	.623	.615	1.833

a. Predictors: (Constant), Peers social support, Self efficacy, Parents attention

b. Dependent Variable: Learning Motivation

Based on the results of the analysis of the determinant coefficients above, it can be seen that R square or R² in the model summary table is 0.623. So it can be concluded that 62.3% is the effect of self-efficacy variables, parental attention and peer social support together on student learning motivation, while the remaining 37.7% is influenced by other factors not examined in this study. This study shows that self-efficacy, parental attention and peer social support have a positive and significant influence on student motivation at SMK Negeri 31 Jakarta. Self-efficacy, parental attention and peer social support have an important role in increasing students' motivation to learn to be higher.

CONCLUSIONS AND SUGGESTION

Based on the data description and data analysis that has been done by the researcher, self-efficacy (X1) has a positive influence on learning motivation (Y). This means that the increasing self-efficacy in students, the higher the level of student learning motivation. This means that students must maintain their belief in their own abilities in learning activities and completing tasks as indicators in reflecting self-efficacy variables. The importance of learning materials that are presented in an interesting way when learning activities in class can make students enthusiastic when participating in learning in class, this is an indicator in reflecting

the variables of student learning motivation. The solution that can be done in the school environment to instill a sense of not giving up easily for students is to conduct seminars involving resource persons who are able to be good examples for students, the seminar can discuss the importance of self-confidence and confidence in one's own abilities when facing challenges, so that later students can be motivated so as not to give up in facing learning challenges.

Parental attention (X2) has a positive influence on learning motivation (Y). This means that the increasing attention from parents of students will have an impact on increasing student motivation. This means that parents of students must meet all the learning facilities needed by students so that students can learn smoothly and enthusiastically when learning so that it can lead to student learning motivation as an indicator in reflecting the variable of parental attention. The importance of learning materials that are presented in an interesting way when learning activities in class can make students enthusiastic when participating in learning in class, this is an indicator in reflecting the variables of student learning motivation. The solution that can be done is that parents should need to build closeness with their children, by asking students' activities at school, how the development of student learning outcomes at school, whether students have problems in learning or not. In addition, when student learning outcomes are not as expected by parents, parents should not directly scold the student but an approach is needed to determine the cause of students' difficulties in learning.

Peer social support (X3) has a positive influence on learning motivation (Y). This means that the increasing social support of students' peers will have an impact on increasing student learning motivation. This means that students must provide mutual assistance to their peers or classmates when they have difficulties in learning, students must take the initiative to be able to carry out learning activities together and discuss difficult tasks as a form of friendship support between peers, this is an indicator in reflecting social support variables. friends of the same age. The importance of learning materials that are presented in an interesting way when learning activities in class can make students enthusiastic when participating in learning in class, this is an indicator in reflecting the variables of student learning motivation. The solution that can be done to increase student learning motivation is, it is better when you want to convey a message to other friends, students must consider appropriate words if they do not offend the advised party.

Self-efficacy, parental attention and peer social support have a positive effect on students' learning motivation. This means that the better self-efficacy in students and the more intense parental attention and the greater peer social support for students, the higher the level of motivation to learn in students.

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