

## SELF-CONTROL, PEER ENVIRONMENT, PARENTAL SUPPORT AND TEACHER COMPETENCE ON STUDENTS' LEARNING MOTIVATION AT SMKN 2 SUKOHARJO

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### ARTICLE HISTORY

Received:

January 18, 2025

Revised:

January 28, 2025

Accepted:

March 24, 2025



### THIS ARTICLE IS AVAILABLE IN:

<http://ejournal.stiepena.ac.id/index.php/fe>



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**Abstract:** The background of this research is that students' studying motivation in Skill Competency of Livestock Agribusiness of SMK Negeri 2 Sukoharjo is still classified low. The purpose of this research is to know the effect of self-control, peer social environment, parents' support and teachers' competence for students' studying motivation of Skill Competency of Livestock Agribusiness of SMK Negeri 2 Sukoharjo. The method of this research is using quantitative research design. The population is all X and XII students of Skill Competency of Livestock Agribusiness of SMK Negeri 2 Sukoharjo. The number is 139 students. The sampling technique in this research is Census Technique with the number of samples is 139 respondents. The technique of collecting data is using questionnaires. The technique of analyzing data is using statistical analysis namely multiple linear regression test, F test, t test, and determination coefficient. The results show that self-control, peer social environment, parents' support and teachers' competence significantly influence students' studying motivation of Skill Competency of Livestock Agribusiness of SMKN Negeri 2 Sukoharjo. The suggestions from this research are that the students are necessary to improve self-control, the parents should give support to their sons or daughters, and the teachers are necessary to improve competences according to main duties, so they will make students' studying motivation better than before.

**Keywords:** Studying Motivation, Self-Control, Peer Social Environment, Parents' Support, Teachers' competence

### INTRODUCTION

Education is an effort made by humans consciously in order to develop their potential through the learning process. . Education has the task of producing quality human resources

for the development of the nation and state. In addition, education also plays an important role in developing human life and increasing the progress of a country through learning activities. Education is also a means to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become humans who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Education is one of the factors that influences the success of a country. The quality of human resources in a country will affect the quality of education in that country. With good quality education, human resources in a country will also be of high quality. Education can change aspects of students in the learning process through a series of activities such as reading, observing, listening, sharing experiences and so on. In educational institutions there is a system consisting of input, process, and output. In the formal education path, the success of learning objectives can be seen from the output or learning outcomes of students (Mahmuda et al., 2021). However, in the learning process, obstacles or constraints are often encountered, namely students' low learning motivation. Low learning motivation will also result in low motivation to carry out learning activities. Damayanti et al., (2021) presented the results of their research regarding the lack of student learning motivation, which is characterized by student behavior such as students who rely on their friends to do assignments, are unable to do difficult assignments, there are students who chat when the teacher is explaining in front of the class, there are students who do not pay attention during the learning process, there are students who copy their friends' work in class, and there are students who often go in and out of the classroom during the learning process.

Motivation is an individual's drive to do an activity. This drive is in the form of a psychological state that creates a desire to move. Motivation as a driver will change the energy within a person into a form of real activity to achieve certain goals (Astaurina et al., 2023). According to Aryanti and Muhsin (2020), motivation is considered important in learning and teaching efforts because it encourages behavior and influences and changes a person's behavior and actions to develop their abilities to the maximum so that they are able to do better, achieve and be creative.

Motivation is very necessary in the learning process, because someone who does not have motivation in learning will not be able to carry out learning activities. Motivation can be in the form of intrinsic motivation that comes from within the individual himself and extrinsic motivation that comes from outside the individual (Aryanti and Muhsin, 2020). Intrinsic motivation is motivation that functions without requiring external stimulation because in every individual there is already a drive to do something. While extrinsic learning motivation is motivation that is generated from outside the action itself, for example encouragement from family or parents, teachers, friends and community members in the form of giving numbers, praise, gifts, punishments, awards and so on (Hartanti, 2022).

Students need learning motivation to have a sense of responsibility for themselves in disciplining themselves, not being easily influenced by others, and improving their ability to learn independently without coercion from others. Intrinsic factors are essential to foster high learning motivation. According to Astaurina et al., (2023) in the process of forming learning motivation there must be a stimulus that can spur students to achieve success, one of which is self-control.

Self-control is an internal factor that plays a role in controlling feelings, thoughts and actions in order to restrain internal and external urges so that a person is able to act correctly. According to Astaurina et al., (2023), a person who has good self-control will be able to prevent a desire so that it does not appear in the form of behavior that can violate or conflict with moral standards. Regarding the influence of self-control on learning motivation, Astaurina et al., (2023) conveyed the results of their research that self-control has a significant effect on students' learning motivation. In line with the results of this study, Al Dhuha et al., (2020) also stated that self-control has a significant positive effect on students' learning motivation, further explaining that the higher the student's self-control, the higher their learning motivation.

External factors that influence students' learning motivation according to Fauzyah (2019) are peer social environment factors. The results of her research stated that there was a significant influence between peer groups on students' learning motivation. The results of this study were

then reinforced by Elinggrawati et al., (2023) who also stated that the results of her research showed that the peer social environment had a significant influence on students' learning motivation.

Parental support is also a factor that plays an important role in students' learning motivation. This was proven by Aryanti and Muhsin (2020) who presented the results of their research that parental support has a positive and significant effect on students' learning motivation. This is reinforced by the results of Hartanti's research (2022) which shows that family support, especially parents, also has a significant effect on students' learning motivation.

Teacher competency factors also affect students' learning motivation. This is proven by the results of Arsana's research (2019) which states that teacher competency has a positive impact on increasing students' learning motivation. Similar research was also conducted by Sari (2021), which stated that teacher competency has a significant effect on students' learning motivation.

SMK Negeri 2 Sukoharjo is a vocational school that has 8 expertise competencies, one of which is Ruminant Livestock Agribusiness. The conditions that occur show that student learning motivation in the Ruminant Livestock Agribusiness expertise competency is still relatively low. This can be seen from the student attendance data in the Ruminant Livestock Agribusiness department, it is recorded that there are still many students who are often absent without explanation. In addition, from the results of teacher observations during learning, it was found that students paid less attention when the teacher explained the lesson in class and some students tended to be passive in class. Based on this, the researcher wanted to examine the influence of self-control, peer social environment, parental support and teacher competence on student learning motivation in the Ruminant Livestock Agribusiness expertise competency at SMK Negeri 2 Sukoharjo.

## METHODS

This study uses a quantitative descriptive approach. This quantitative descriptive study aims to determine the role of self-control, peer social environment, parental support and teacher competence on student learning motivation in Ruminant Livestock Agribusiness Expertise at SMK Negeri 2 Sukoharjo by collecting data using questionnaires, observation and documentation.

The research was conducted at SMK Negeri 2 Sukoharjo located at Jalan Solo-Wonogiri, Sukoharjo 57551. The research was conducted for 6 months from July to December 2024, starting from observation to the preparation of data results and research conclusions.

The population in this study were students of the Ruminant Livestock Agribusiness expertise competency class of SMK Negeri 2 Sukoharjo. The sample in this study was 139 students consisting of class XI ATR A 36 students, XI ATR B 36 students, XII ATR A 33 students and XII ATR B 34 students. The variables used in this study consisted of 2 variables, namely the independent variable (X) and the dependent variable (Y). The independent variables consisted of self-control (X1), peer social environment (X2), parental support (X3), teacher competence (X4) and the dependent variable was student learning motivation (Y).

The data in this study were then processed using multiple linear regression analysis tools with the help of SPSS software. The regression equation model used is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information :

- Y : Student Learning Motivation Variables
- X1 : Self Control Variable
- X2 : Peer Social Environment Variables
- X3 : Parental Support Variable
- X4 : Teacher Competency Variable

## FINDING AND DISCUSSION

### Multiple Linear Regression Test

**Table 1 Multiple Linear Regression Results**

No	Variables	Unstandardized B	Information
1	(Constant)	-.391	Negative
2	Self Control	.830	Positive
3	Peer Social Environment	.961	Positive
4	Parental Support	.819	Positive
5	Teacher Competence	.807	Positive

Based on the table above, it can be seen that the regression equation formed is:

$$Y = -0.391 + 0.830 X_1 + 0.961 X_2 + 0.819 X_3 + 0.807$$

From this equation it can be explained that:

a. Constant (a)

The constant value of -0.391 indicates that the variables of self-control, peer social environment, parental support and teacher competence, if the value is 0, then the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo has a learning motivation level of -0.391.

b. Self-Control Coefficient (b1)

The value of the self-control coefficient or self-control variable ( $\beta_1$ ) is 0.830 with a positive value. This means that every 1-fold increase in self-control, the learning motivation of students in grades XI and XII of the Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo will increase by 0.830 assuming other variables are constant.

c. Peer Social Environment Coefficient (b2)

The coefficient value of peer social environment or peer social environment variable ( $\beta_2$ ) is 0.961 with a positive value. This means that every increase in peer social environment by 1 time, the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo will increase by 0.961 assuming other variables are constant.

d. Parental Support Coefficient (b3)

The value of parental support or parental support variable ( $\beta_3$ ) is 0.819 with a positive value. This means that every increase in parental support by 1 time, the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo will increase by 0.819 assuming other variables are constant.

e. Teacher Competency Coefficient (b4)

The teacher competency value or teacher competency variable ( $\beta_4$ ) is 0.807 with a positive value. This means that every 1-fold increase in teacher competency, the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo will increase by 0.807 assuming other variables are constant.

### Model Feasibility Test

**Table 2 Model Feasibility Test Results**

Model	Fcount	Ftable	Sig.	Standard	Information
Regression	7,810	2.74	0,000	0.05	Eligible Model

From the results of the model feasibility test, it was obtained that  $F_{count} > F_{table}$  of 7.810 > 2.74 with a significance of 0.000, meaning that this analysis is significant with a significance level of less than 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is an intermediate influence of self-control, peer social environment, parental support and teacher competence simultaneously and significantly on students' learning motivation Class XI and XII Ruminant Livestock Agribusiness Expertise Competence SMKN 2 Sukoharjo and meets the requirements for the model feasibility test.

## Hypothesis Test (t-Test)

**Table 3 Hypothesis Test Results**

Hypothesis	count	table	Sig.	Standard	Information
H1	1,920	>1,286	0.007	0.05	influential
H2	54,998	>1,286	0,000	0.05	influential
H3	1,981	>1,286	0.029	0.05	influential
H4	1,437	>1,286	0.003	0.05	influential

Based on the t-test results from the table above, it can be explained as follows:

- a. The Influence of Self-Control on Learning Motivation  
Motivational variables have values  $\text{count} > \text{table}$  (1,920 > 1,286) and significance  $0.007 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. Thus it can be concluded that the self-control variable has a positive and significant effect on the learning motivation of students of grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo.
- b. The Influence of Peer Social Environment on Learning Motivation  
The peer social environment variable has a value  $\text{count} > \text{table}$  (54,998 > 1,286) and significance  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. Thus it can be concluded that the peer environment variable has a positive and significant influence on the learning motivation of students of grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo.
- c. The Influence of Parental Support on Learning Motivation  
The parental support variable has a value  $\text{count} > \text{table}$  (1,981 > 1,286) and significance  $0.029 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. Thus it can be concluded that the parental support variable has a positive and significant effect on the learning motivation of students of grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo.
- d. The Influence of Teacher Competence on Learning Motivation  
The work environment variable has a value  $\text{count} > \text{table}$  (1,437 > 1,286) and significance  $0.003 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. Thus it can be concluded that teacher competence has a positive and significant effect on the learning motivation of students of grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo.

## Coefficient of Determination Test (R<sup>2</sup>)

**Table 4 Results of Determination Coefficient**

Model	R	R Square	Adjusted R Square	Information
1	.985a	.971	.970	Eligible Model

Source: Appendix VII

Based on the calculation results, the adjusted R square value is 0.970. This means that the variables of self-control, peer social environment, parental support and teacher competence contribute to learning motivation by 97.0% while the remaining 3% is explained by other variables not proposed in this study.

## Discussion

1. The Influence of Self-Control Variables on Students' Learning Motivation at SMKN 2 Sukoharjo  
Based on the test results presented in Table IV.10, it is known that the self-control variable has a value  $\text{count} > \text{table}$  (1,920 > 1,286) and significance  $0.0007 < 0.05$ . This shows that the self-control variable has a positive and significant effect on the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Competence at SMKN 2 Sukoharjo.  
The results of this study are in line with research conducted by Astaurina et al., (2023) and Al Dhuha et al., (2020) that self-control has a positive and significant relationship with students' learning motivation. Similar things are also seen in students of Ruminant Livestock Agribusiness at SMKN 2 Sukoharjo, where students who have good self-control and self-control also show quite high learning motivation.
2. The Influence of Peer Social Environment Variables on Students' Learning Motivation at SMKN 2 Sukoharjo.

Based on the test presented in Table IV.10, it shows that the peer social environment variable have value count > table (54,9987 > 1,286) and significance  $0.000 < 0.05$ . This shows that the variable peer group environment has an influence positive and significant on the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Competence at SMKN 2 Sukoharjo.

The results of this study are in line with research conducted by Elinggrawati et al., (2023) and Fauzyah (2019) which stated that peer environment variables have a positive and significant effect on students' learning motivation. This is also in line with the conditions of students of Ruminant Livestock Agribusiness at SMKN 2 Sukoharjo, where students who have positive interactions with their peers tend to be more intense in carrying out the same positive activities, such as group study, working on project assignments together or other tasks by collaborating.

### 3. The Influence of Parental Support Variables on Student Learning Motivation at SMKN 2 Sukoharjo

Based on the test results presented in Table IV.10, it shows that the parental support variable have value count > table (1,981 > 1,286) and significance  $0.029 < 0.05$ . This shows that Parental support has a positive and significant effect on the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Competency at SMKN 2 Sukoharjo.

The results of this study are in line with research conducted by Aryanti and Muhsin (2020) and Hartanti (2022) which stated that parental support influences the variable of learning motivation. This is also in line with the conditions at SMKN 2 Sukoharjo, where there are parents who provide full support to their children in terms of education but there are also parents who provide less support in terms of education to their children. Children who receive full support from their parents will usually be more motivated to learn than children who receive less attention and support from their parents.

### 3. The Influence of Teacher Competence Variables on Student Learning Motivation at SMKN 2 Sukoharjo.

Based on the test results presented in Table IV.10, it shows that the teacher competency variable have value count > table (1,437 > 1,286) and significance  $0.003 < 0.05$ . This shows that Teacher competence influences learning motivation. Thus it can be concluded that there is a positive and significant influence on teacher competence on student learning motivation in Class XI and XII of Ruminant Livestock Agribusiness Competence, SMKN 2 Sukoharjo.

The results of this study are in line with research conducted by Arsana (2019) and Sari (2021) which states that teacher competence influences the variable of student learning motivation. This is in accordance with the conditions at SMKN 2 Sukoharjo, where students show high enthusiasm when teachers teach using various methods and learning resources.

## CONCLUSION

Based on the results of hypothesis testing and the discussion that has been carried out, it can be concluded that self-control, peer social environment, parental support, teacher competence have a positive and significant influence on the learning motivation of students in grades XI and XII of Ruminant Livestock Agribusiness Expertise at SMKN 2 Sukoharjo.

It is expected that further research can develop this research by using other independent variables besides self-control, peer social environment, parental support and teacher competence that can influence students' learning motivation, considering that there are still other variables outside the variables of this research.

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