

Self-Efficacy as a Mediator Between Academic Social Support on Student Engagement in Public High School Students in East Lombok District

Muhammad Andika Tanthawi¹, Kartika Nur Fathiyah²

Graduate Program in Psychology, Faculty of Psychology,
Universitas Negeri Yogyakarta, Indonesia¹

Graduate Program in Psychology, Faculty of Psychology,
Universitas Negeri Yogyakarta, Indonesia²

E-mail: muhammad0015fipp.2023@student.uny.ac.id¹, Skartika@uny.ac.id²

Correspondent Author: Muhammad Andika Tanthawi,

muhammad0015fipp.2023@student.uny.ac.id

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Abstrak

This study originated from the observation of low student engagement among public high school students. Self-efficacy and academic social support are considered key factors that contribute to fostering good student engagement. Therefore, this research aims to investigate the role of self-efficacy as a mediator between academic social support and student engagement among high school students. This quantitative study employed a survey method and was conducted in four public high schools, with a total sample of 377 students. The sampling technique used was purposive sampling. Data collection was carried out using the Student Engagement Scale, the Perceived Academic Support Questionnaire (PASQ), and the Generalized Self-Efficacy Scale (GSES). Validity was assessed through expert judgment, while reliability was tested using Cronbach's Alpha, yielding. This study examined the relationship between academic social support, self-efficacy, and student engagement at SMA Negeri Lombok Timur. Results showed that self-efficacy mediated the relationship between academic social support and student engagement (significant path c'), suggesting the importance of self-efficacy development in improving student engagement.

Keywords: social academic support, student engagement, mediation model

Abstrak

Penelitian ini bermula dari keadaan yang menunjukkan rendahnya student engagement pada siswa SMA Negeri. Self-Efficacy dan dukungan sosial akademik menjadi faktor pendukung untuk memunculkan siswa memiliki student engagement yang baik. Oleh karena itu, penelitian ini bertujuan untuk menunjukkan adanya pengaruh self-efficacy sebagai mediator antara dukungan sosial akademik dan student engagement pada siswa SMA. Penelitian ini merupakan penelitian kuantitatif dengan jenis survei. Penelitian ini dilakukan di 4 SMA Negeri, dengan jumlah sampel sebanyak 377 orang siswa. Penentuan sampel dalam penelitian ini menggunakan teknik purposiv sampling. Sedangkan pengumpulan data penelitian ini menggunakan skala Student Engagement Scale, Perceived Academic Support Questionnaire (PASQ) dan Generalized Self-Efficacy Scale (GSES). Uji validitas menggunakan expert judgment dan uji reliabilitas menggunakan Cronbach's Alpha. Data analisis menggunakan teknik analisis regresi berganda. Penelitian ini menguji hubungan antara dukungan sosial akademik, efikasi diri, dan keterlibatan siswa di SMA Negeri Lombok Timur. Hasil penelitian menunjukkan bahwa efikasi diri memediasi hubungan antara dukungan sosial akademik dan keterlibatan siswa (jalur c' yang signifikan), yang menunjukkan pentingnya pengembangan efikasi diri dalam meningkatkan keterlibatan siswa.

Keywords: dukungan sosial akademik, student engagement, model mediasi

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INTRODUCTION

Quality education not only focuses on academic achievement but also emphasizes the importance of student engagement in the learning process. Student engagement is a crucial element in creating meaningful and sustainable learning experiences and is a key factor in educational success (Qureshi et al., 2023). High levels of student engagement in learning have been proven to have a positive impact on personal development and support the learning process at school (Eliyanti et al., 2023; Klem dan Connell, 2004). Students who actively participate in learning activities tend to achieve more satisfactory academic results, both in terms of understanding the material and obtaining higher grades, compared to students who are less involved (Lindt, 2018; Andini dan Ulfasari, 2018; Betoret et al., 2019).

Student engagement refers to the attitudes and behaviors of students who actively and proactively participate in the learning process, covering cognitive, behavioral, and emotional aspects (Sökmen, 2021). Students with high levels of engagement will demonstrate active participation in learning activities (Pratama dan Guspa, 2022). Research indicates that high student engagement is positively correlated with improved academic achievement (Lathifaturrohmah & Yunikawati, 2022). In contrast, research conducted by Cuervo et al. (2023) found that low levels of student engagement hurt academic achievement. More than just improving academic achievement, student engagement also plays a role in reducing learning fatigue and dropout rates (Nursakdiah et al., 2023).

However, real challenges remain on the ground. Based on the latest data for the 2023/2024 academic year, the dropout rate in East Lombok Regency has increased significantly, while academic achievement in the region has also shown an alarming decline. Various economic and social factors contribute to this problem; as one of the regencies with a high poverty rate, many students must divide their time between their education and helping their families financially (Portal Data Kemendikbud., 2024).

The results of the researcher's interviews suggest that student engagement is greatly influenced by parental support, peer support, and teacher support in creating an inclusive learning environment for all. Various behaviors such as low negative participation, lack of enthusiasm, or disruption during the process can be considered signs of serious learning problems related to student engagement (Anggriana dan Trisnani, 2024). When students exhibit such behavior, it reflects their deep engagement in effective learning. If these issues are not addressed seriously, the impact can be long-term, hindering development and lowering the overall quality of the learning experience. Therefore, researchers chose the variable of academic social support because strong support from parents, peers, and teachers can increase students' confidence and motivation to become more involved in school activities.

Academic social support refers to the assistance provided by significant individuals in the student's life, such as parents, teachers, and peers, specifically related to the student's learning activities and academic needs (Ibda, 2023). Receiving support from various sources can broaden students' perspectives and provide more diverse assistance, ultimately helping to increase their participation and engagement in school (Capps et al., 2024). Parental support is essential, but it is limited because they may not fully understand the academic or social needs of students (Madriz dan Konishi, 2021). Support from peers is also valuable, but limited because they may lack experience in helping their friends deal with academic or social challenges (Sarajar, 2024).



Academic social support plays a crucial role in enhancing student engagement (Chen et al., 2023). Academic social support from parents, peers, and teachers can influence how students feel valued, accepted, and encouraged in the learning process (Cheng et al., 2021). Numerous studies have shown that support from parents, teachers, and peers plays a crucial role in student engagement (Martinot et al., 2022). Relationships between students and their peers are essential for enhancing student engagement in academic activities (Matthew, 2018). The relationship between parents has a significant impact on student engagement (Miranti et al., 2020). The relationship between students and teachers is crucial for enhancing student engagement in academic activities (Zariayufa et al., 2022).

Self-efficacy, or students' belief in their ability to achieve specific goals, plays a crucial role as a mediating variable in the relationship between academic social support and student engagement (Zhao, 2024). In the context of education, self-efficacy can be likened to a bridge that connects the academic social support received by students with their level of involvement in academic activities (Fatimah et al., 2024). Research indicates that when students have high confidence in their academic abilities, they tend to be more effective in utilizing the support provided by their environment to enhance their engagement and active participation in the learning process (Xiang, 2025). In other words, self-efficacy not only reinforces the positive effects of academic social support but also encourages students to be more proactive and committed in achieving their academic goals (Parjan et al., 2025). This emphasizes the importance of developing self-efficacy among students so that academic social support-based interventions can provide optimal results in improving student engagement.

Research conducted by Schunk (2012) demonstrates that self-efficacy plays a significant role in influencing student engagement, as confirmed by Ifdil (2019). High self-efficacy can increase curiosity in the learning process, encourage students to actively ask questions in class, and help them remain persistent and not easily discouraged. In the learning process, self-efficacy plays an important role in predicting learning success (Hasanah et al., 2019). Students with high self-efficacy are able to optimize their abilities to achieve desired results (Megaputri dan Ariswari, 2023). Research by Ansyar (2023) in their research journal mentions that student engagement is influenced by self-efficacy. The higher the students' self-efficacy, the higher their level of engagement in the learning process. Research by Chukwuemeka et al (2024) shows that self-efficacy refers to a person's belief in their ability to perform the actions necessary to achieve a specific goal and to exercise control over their motivation, behavior, and environment.

Good academic social support is crucial for enhancing students' self-efficacy, or their confidence in their ability to overcome obstacles and achieve their goals. Research by Al-Dwaikat et al (2021) shows that support from parents, peers, and teachers increases self-efficacy, which in turn improves self-management. Improving a person's self-efficacy in overcoming obstacles and achieving goals requires academic support (Gallin et al., 2023). In other words, higher levels of self-efficacy are the result of support from parents, peers, and teachers (Chukwuemeka et al., 2024). Better self-management is the result of higher self-efficacy, which is largely influenced by academic support.

This study posits self-efficacy as a mediator in the relationship between academic social support and student engagement, particularly among public high school students. The study by Zhao et al. (2021), which investigates the role of self-efficacy in student engagement and emphasizes the importance of students' self-confidence in facing academic challenges. However, the context of public schools and the role of mediators



have not been explored in depth. According to research by Romano et al. (2021), Academic social support in schools can vary significantly depending on the school environment, which is one of the novel findings in research focusing on public high school students. Research on the role of self-efficacy as a mediator between academic social support and student engagement in Indonesia is still limited. However, some studies indicate that self-efficacy can mediate the relationship between social support and other academic aspects. For example, research by Suharti and Nugraha (2023) found that academic self-efficacy mediates the relationship between social support and academic resilience in vocational high school students. Additionally, research by Zakiah (2024) indicates that self-efficacy can mediate the relationship between social support and academic flow in public high school students. Although specific research on the role of self-efficacy as a mediator between academic social support and student engagement in public schools in Indonesia is still minimal, these findings provide new insights into how these factors operate in the context of education in Indonesia.

Based on the descriptions of the problems outlined above, the researcher assumes that academic social support, self-efficacy, and student engagement are variables that warrant further study. Referring to this description, the researcher proposes a study to investigate whether self-efficacy serves as a mediator between academic support and student engagement among public high school students. This research aims to provide practitioners with insights into implementing effective interventions to address issues related to student engagement, particularly in relation to academic support and self-efficacy among students.

METHOD

This study employs a quantitative approach, utilizing a survey method to collect data on the relationship between academic social support, self-efficacy, and student engagement among public high school students in East Lombok Regency. The survey method was chosen because it allows researchers to collect data systematically and efficiently from a large number of respondents, as well as to test hypotheses formulated based on existing theories and literature reviews (Sugiyono., 2020).

The population of this study consisted of all public high school students in East Lombok Regency, totaling 20,457 students across 21 schools. The sample was determined using purposive sampling, which is selecting samples based on specific criteria, in this case, areas with the highest dropout rates. This technique was chosen because it allowed researchers to specifically select subjects considered most relevant and informative to the study's focus, namely the issue of school dropouts. Thus, the data obtained is expected to provide a more in-depth and contextual picture of the factors that influence student engagement in education in areas with a high risk of school dropout. From the four subdistricts with the highest dropout rates, one public high school was selected from each subdistrict, resulting in a total sample of 377 students. The sample size was determined based on a sampling table with a 90% confidence. The population of this study consists of all public high school (SMA Negeri) students in East Lombok Regency, totaling 20,457 students across 21 schools. The sample was determined using purposive sampling, which involves selecting samples based on specific criteria—in this case, regions with the highest school dropout rates. From the four sub-districts (kecamatan) with the highest dropout rates, one public high school was selected from each, resulting in a total sample of 377 students. The sample size was determined based on a sampling table with a 90% confidence level.



The Student Engagement Scale was developed to measure the level of student engagement. The scale used in this study is the Student Engagement Scale developed by Fredricks et al. (2019). This instrument is an adaptation of the scale constructed by Maris (2024) and consists of a total of 19 items. The scale is based on the three dimensions of engagement proposed by Fredricks (2004): behavioral engagement, emotional engagement, and cognitive engagement.

The academic social support scale was developed to measure the level of academic social support. The scale used in this study is the Perceived Academic Support Questionnaire (PASQ), which has been modified from the original version developed by Reyes et al. This scale is based on the three dimensions proposed by Reyes et al. (2022) parental support, peer support, and teacher support.

The self-efficacy scale was developed to measure the level of self-efficacy. The scale used in this study is the Generalized Self-Efficacy Scale (GSES), originally developed by Schwarzer (1994). This instrument is an adaptation of the scale constructed by Ovrianto et al. (2019) and consists of a total of 12 items. The scale is based on Schwarzer's (1994) conceptualization, in which general self-efficacy is considered the core component of self-efficacy.

The validity of an instrument is defined as the extent to which the instrument accurately measures what it is intended to measure (Yusup, 2018). The validity of the instruments used in this study was based on expert judgment. The first validity process is expert judgment validity, also known as specialist research. In general, experts assess that the instrument is suitable for use based on several key considerations, including ensuring a balanced number of items in the test instrument, ensuring that all items are highly relevant, and adhering to proper Indonesian language conventions. Therefore, the student engagement, academic social support, and self-efficacy instruments are deemed valid.

In conducting the test, the Alpha Cronbach technique was used. It focuses on the reliability and consistency of the measurement results through a reliability test, which ranges from 0.0 to 1.0 (Azwar, 2021). Based on the variables of social support, self-efficacy, and student engagement, each variable is considered reliable. The student engagement variable had a Cronbach's alpha of 0.967, the academic social support variable had a Cronbach's alpha of 0.760, and the self-efficacy variable had a Cronbach's alpha of 0.835. According to the criteria for reliability, if the Cronbach's alpha value is > 0.60 , the instrument is considered "reliable." Conversely, if the Cronbach's alpha value is < 0.60 , the instrument is considered "not reliable".

This study has several limitations that should be considered when interpreting the findings. First, the scope of the research is limited to public high school students in East Lombok Regency, so the results may not be generalizable to private schools or other areas with different social and cultural characteristics. Second, the approach employed is quantitative, utilizing a closed-ended questionnaire as the instrument. Although efficient, this approach cannot delve deeply into students' subjective experiences regarding academic social support, the development of self-efficacy, and their student engagement.

RESULT AND DISCUSSION

This study involved 377 public high school students in East Lombok Regency as respondents. The data collected focused on three main variables: academic social support, self-efficacy, and student engagement. Descriptive analysis was conducted to describe the distribution of the data and the levels of student engagement for each variable. The



hypothetical analysis was used as the basis for classifying the variables into five categories, as illustrated in Tables 1, 2, and 3 below:

Table 1.

| Categorization of Student Engagement Variables | | | |
|--|------------------|-----------|------------|
| Category | Skor Interval | Frekuensi | Presentase |
| Very High | $75 >$ | 16 | 4.24% |
| High | $66 < X \leq 75$ | 190 | 50.40% |
| Moderate | $58 < X \leq 66$ | 146 | 38.73% |
| Low | $50 < X \leq 58$ | 25 | 6.63% |
| Very Low | $M < 50$ | 0 | 0.00% |
| Total | | 377 | 100% |

Based on the information in Table 1. Student engagement was measured using a 19-item questionnaire with an ideal score range of 41 to 82. Based on the analysis results, the majority of students (50.40%) fell into the high category, followed by the moderate category (38.73%) and the low category (6.63%). No students were classified in the very low category. These findings indicate that most students demonstrate a relatively good level of engagement in learning, although a small proportion remain less actively involved in the learning process.

Table 2.

| Categorization of Academic Social Support Variables | | | |
|---|------------------|-----------|------------|
| Category | Skor Interval | Frekuensi | Presentase |
| Very High | $58 >$ | 232 | 61.54% |
| High | $52 < X \leq 58$ | 112 | 29.71% |
| Moderate | $45 < X \leq 52$ | 31 | 8.22% |
| Low | $39 < X \leq 45$ | 2 | 0.53% |
| Very Low | $M < 39$ | 0 | 0.00% |
| Total | | 377 | 100% |

Based on the information in Table 2. Academic social support was measured using a 12-item questionnaire with an ideal score range of 30 to 60. The results showed that the majority of students (61.54%) perceived academic social support at a very high level, followed by those in the high category (29.71%) and the moderate category (8.22%). These findings indicate that, in general, students perceive strong support from parents, teachers, and peers within the academic context.



Table 3.

| Categorization of Self-Efficacy Variable | | | |
|--|---------------|-----------|------------|
| Category | Skor Interval | Frekuensi | Presentase |
| Very High | 40 > | 112 | 29.71% |
| High | 32 < X ≤ 40 | 170 | 45.09% |
| Moderate | 26 < X ≤ 32 | 69 | 18.30% |
| Low | 20 < X ≤ 26 | 23 | 6.10% |
| Very Low | M < 20 | 3 | 0.80% |
| Total | | 377 | 100% |

Based on the information in Table 3. Self-efficacy was measured using a 10-item questionnaire with an ideal score range of 20 to 50. The majority of students (45.09%) fell into the high category, followed by the very high category (29.71%) and the moderate category (18.30%). Only a small proportion of students reported low or very low levels of self-efficacy. These results suggest that most students are confident in their ability to face academic challenges.

Table 4.

| Multiple Regression Model Path C' | | | |
|-----------------------------------|----------|-----------------------------------|------|
| Variabel | Constant | Standardized Coefficients Beta | Sig. |
| Academic Social Support | 27,663 | ,316 | ,000 |
| <i>Self-Efficacy</i> | | ,328 | ,000 |

Based on the results of the regression test in Table 4, it was found that self-efficacy acts as a mediator between academic social support and student engagement. In Table 21, the regression equation was derived with the following constant values: $B_0 = 27.663$, $B_1 = 0.328$, and $B_2 = 0.316$. Consequently, the regression equation is written as $Y = 27.663 + 0.328X + 0.316M$. The influence of the academic social support variable on student engagement is significant with a p-value of 0.000 ($p < 0.05$). Furthermore, the impact of the self-efficacy variable on student engagement is also significant with a p-value of 0.000 ($p < 0.05$). Therefore, it can be concluded that the alternative hypothesis (H_a) is accepted, as there is a proven mediating effect of self-efficacy between academic social support and student engagement.

In the multiple regression analysis, controlling for the student engagement variable, the direct effect regression coefficient (path c) increased. The Beta coefficient for path a was 0.297, while the Beta coefficient for path b was 0.422. Thus, the sum of the coefficients for paths a and b is $0.297 + 0.422 = 0.719$. The Beta value increased from 0.297 to 0.719. Based on the concept of Baron and Kenny (1986), this change indicates that partial mediation occurred in this study. The coefficient of determination for path c' is shown in Table 22 below:



Table 5.

| Path Coefficient of Determination c' | | | | |
|--------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,519 ^a | ,269 | ,265 | 7,035 |

Based on the analysis results in Table 5, it is known that the R Square value for path c' is 0.269, indicating that academic social support and self-efficacy together explain 26.9% of the variance in student engagement. Meanwhile, the remaining 73.1% is influenced by factors not examined in this study. From the results obtained at path c, the contribution was 17.1%, with an effective contribution of 82.9%. However, when the analysis included the mediator variable, self-efficacy, between academic social support and student engagement, the R² value increased, demonstrating the mediating effect of self-efficacy on the relationship between academic social support and student engagement. This suggests that self-efficacy can serve as a mediator between academic social support and student engagement among public high school students in East Lombok Regency, as indicated by the data.

The analysis reveals that self-efficacy plays a positive and significant mediating role in the relationship between academic social support and student engagement. In other words, academic social support influences student engagement both directly and indirectly by enhancing students' self-efficacy. This finding can be explained by Albert Bandura's Self-Efficacy Theory (1997), which states that an individual's belief in their ability to manage and carry out the actions necessary to achieve certain results greatly influences how they think, act, and respond to challenges. In this context, academic social support, such as encouragement from teachers, peers, and parents, is one of the environmental factors that shape students' academic self-confidence, making them more confident and actively involved in learning. These findings align with the research by Martinot et al. (2022), which suggests that academic social support can enhance students' self-confidence, enabling them to better prepare for academic challenges. In addition, Betoret et al (2017) also show that self-efficacy plays a significant mediating role in the relationship between academic social support and student engagement in academic activities.

The mediating effect of self-efficacy is crucial because it explains how academic social support can indirectly enhance student engagement (Putri dan Alwi, 2023). When students receive positive encouragement from their surroundings, such as guidance from teachers, peers, and parents, it increases their confidence in their learning abilities (Suud dan Rivai, 2022). Increased self-efficacy motivates students to actively participate in learning, such as engaging in class discussions or completing assignments effectively (Arum et al., 2024). Thus, self-efficacy becomes a psychological link that strengthens the impact of academic social support on overall student engagement.

However, the results also indicate that the mediation that occurs is partial, not complete. This means that although self-efficacy is a significant link between academic social support and student engagement, the direct influence of academic social support on student engagement remains significant. These findings align with Wulandari (2022), who found that students who received academic support from teachers and peers continued to exhibit high levels of student engagement, even though their levels of self-efficacy varied. This suggests that academic social support can directly enhance student engagement, without requiring it to be fully mediated by self-efficacy factors.



This partial mediation may occur because several other factors also influence the relationship between academic social support and student engagement. First, academic social support encompasses various forms, including emotional support, tutoring, and information assistance, which can directly enhance students' enthusiasm and engagement in learning (Virgiana et al., 2024). Second, other factors have not been studied in depth, such as intrinsic motivation, interest in education, and independent learning strategies, which may also directly strengthen student engagement (Rizki, 2025). This is supported by Nurrindar and Wahjudi (2021), who state that, in addition to self-efficacy, student engagement is also influenced by other psychological factors that encourage active participation in learning.

Overall, these findings suggest that self-efficacy plays a significant role as a link between academic social support and student engagement; however, it is not the only factor at play. With partial mediation, it can be understood that strategies to increase student engagement should not focus solely on strengthening self-confidence. Efforts must also be made to create a learning environment that is socially and emotionally supportive. When students feel valued, cared for, and supported by both teachers and classmates, they are more likely to feel connected and actively engaged in the learning process.

CONCLUSION

This study demonstrates that self-efficacy mediates the relationship between academic social support and student engagement, highlighting the importance of developing self-efficacy in enhancing student engagement. Schools can design mentoring programs to strengthen student self-efficacy, while teachers can offer emotional support to help students feel more confident in the learning process. Theoretically, these findings make an important contribution to the literature on student engagement by reinforcing the view that internal psychological factors, such as self-efficacy, play a key role in bridging the influence of external support on learning engagement. These results also expand our understanding of the psychological mechanisms underlying student engagement, particularly in the context of academic pressure and economic challenges faced by students. By identifying self-efficacy as a mediator, this study opens opportunities to develop more targeted psychological interventions to enhance student engagement and motivation in school settings.

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