

Self-Efficacy as a Dominant Predictor of Learning Motivation: An Analysis of the Role of Assertiveness and Social Support in Madrasah Aliyah Students

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Abstrack

Learning motivation is a key psychological factor influencing students' academic persistence and achievement, particularly within faith-based educational settings such as Madrasah Aliyah. This study examines the influence of assertiveness and self-efficacy on students' learning motivation, with social support as a mediating variable. A quantitative path analysis was conducted using a sample of 275 students selected via proportional random sampling from three madrasahs in Dairi Regency, Indonesia. Data were collected using validated Likert-scale questionnaires and analyzed with Structural Equation Modeling using Partial Least Squares (SEM-PLS 4.1). The results show that assertiveness and self-efficacy significantly affect social support ($\beta = 0.228$; $\beta = 0.260$) and learning motivation ($\beta = 0.180$; $\beta = 0.293$). Social support also positively affects learning motivation ($\beta = 0.259$). Mediation analysis reveals that social support weakly mediates the effect of assertiveness on learning motivation yet significantly mediates the effect of self-efficacy on learning motivation. These findings highlight the importance of psychological empowerment in fostering student motivation.

Keywords: learning motivation, self-efficacy, assertiveness, social support, academic resilience, quality education, student well-being

Abstrak

Motivasi belajar adalah faktor psikologis kunci yang mempengaruhi ketekunan dan prestasi akademik siswa, terutama dalam pengaturan pendidikan berbasis agama seperti Madrasah Aliyah. Penelitian ini mengkaji pengaruh ketegasan dan efikasi diri terhadap motivasi belajar siswa, dengan dukungan sosial sebagai variabel mediasi. Desain analisis jalur kuantitatif diterapkan dengan menggunakan sampel 275 siswa yang dipilih melalui pengambilan sampel acak proporsional dari tiga madrasah di Kabupaten Dairi, Indonesia. Data dikumpulkan menggunakan kuesioner skala Likert yang divalidasi dan dianalisis dengan Pemodelan Persamaan Struktural menggunakan Partial Least Squares (SEM-PLS 4.1). Hasil penelitian menunjukkan bahwa ketegasan dan efikasi diri secara signifikan mempengaruhi dukungan sosial ($\beta = 0,228$; $\beta = 0,260$) dan motivasi belajar ($\beta = 0,180$; $\beta = 0,293$). Dukungan sosial juga memiliki efek positif terhadap motivasi belajar ($\beta = 0,259$). Analisis mediasi mengungkapkan bahwa dukungan sosial lemah memediasi ketegasan, namun secara signifikan memediasi efikasi diri terhadap motivasi belajar. Temuan ini menyoroti pentingnya pemberdayaan psikologis dalam menumbuhkan motivasi siswa.

Kata kunci: motivasi belajar, efikasi diri, ketegasan, dukungan social, ketahanan akademik, pendidikan berkualitas, kesejahteraan siswa

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INTRODUCTION

Learning motivation is an essential factor in supporting academic success, serving as an internal driving force that directs, sustains, and intensifies students' learning activities, thereby increasing their focus and active engagement (Uno, 2011). According to Schunk et al. (2017), ideal learning, motivation is characterized by the presence of a strong intrinsic drive, in which students learn because they like the material or have a high curiosity for new knowledge. Students who are intrinsically motivated will exhibit behaviors such as independent learning, persistence in the face of difficulties, and enjoyment of the learning process without undue concern for external rewards. In this context, teachers play a crucial role in creating a learning environment that fosters students' curiosity and interest through engaging, participatory learning methods.

In the Self-Determination Theory, it is explained that motivation that comes from within (intrinsic) will encourage individuals to learn because of the desire to grow, not solely because of external pressure or rewards (Ryan & Deci, 2000). Learning motivation is also positively correlated with perseverance, how to learn well (Schunk et al., 2017), learning independence (Schunk et al., 2017; Daulay, 2021), responsibility, and character formation (Boström & Bostedt, 2020).

Several studies show that students' motivation to learn is low at the junior high school level (Pranowo, 2019), and increases at the high school level, (Husaeni et al., 2023), even though in certain subjects, students have high learning motivation (Amin, 2022). . In general, students' learning motivation in Indonesia tends to increase with the level of education. However, at the elementary and early intermediate levels, motivation tends to be moderate to low. This suggests the need for more systematic, strategic interventions by educators and educational managers to foster student learning motivation through individual, social, and pedagogical approaches. Interventions such as providing positive reinforcement, implementing active learning, and strengthening social relations between students and teachers have been proven effective in increasing students' learning motivation (Schunk et al., 2017).

Both internal and external factors influence students' motivation to learn. Internal factors that affect learning motivation include: interests, goals, attitudes, self-esteem, assertiveness, and self-efficacy (Bandura, 1997a; Schunk et al., 2017), , and external factors such as; social support, family factors, teachers, peers, school conditions, and the learning methods used by teachers (Harris et al., 2019; W. Liu et al., 2022). In addition, learning styles, learning strategies (Zimmerman, 2000), classroom climate, and school culture (Wang et al., 2021), also affect learning motivation.

Building on the description above, learning motivation is influenced by both internal and external factors. Internal factors include; assertiveness (Alberti & Emmons, 2017), self-efficacy (Bandura, 1997), interest in learning, personal goals, physical and psychological conditions that affect learning readiness. External factors include: social support (Cohen & Wills, 1985), learning environment, learning facilities and atmosphere, learning methods, culture (Wang et al., 2021), as well as educational policies (Helgeson & Gottlieb, 2000). Social support from peers can foster confidence and a spirit of learning, especially in the context of group work or class discussions (Harris et al., 2019; W. Liu et al., 2022).

In the context of madrassas (religious schools), spiritual values and religiosity are also essential factors influencing learning motivation. These values are often the foundation of students in interpreting educational goals, not only for worldly success, but also as worship and moral responsibility. According to Bunyamin & Akil (2023),



madrasah students, who are religiously motivated, tend to show a high enthusiasm for learning, because they believe that learning is part of devotion to God.

Based on the description above, there are so many factors that affect learning motivation. However, according to the buffering hypothesis theory from Cohen & Wills (1985), which states that social support as a moderator variable can reduce the negative impact of stress and strengthen an individual's positive response to challenges. Without social support, students with high self-efficacy may remain motivated, but their resilience to academic pressure will be lower.

This condition is relevant to the three madrasahs in Dairi Regency, where in this Regency there are 3 (three) madrasahs, one of which has state status, namely MAN Sidikalang, and two of them have the status of private madrasah and are managed by pesantren management. The existence of this madrasah in the middle of a district with a Muslim population of 15.55% according to BPS data (2025) is notable. Moreover, this regency is directly adjacent to Aceh Province, known as the Mecca Portico of Indonesia, making the existence of these three madrasahs particularly noteworthy. As mentioned earlier, learning motivation is influenced by several factors, including assertiveness and self-efficacy, as well as social support as a moderator variable, which raises the question: Is it true that the motivation of students to learn in the midst of a Muslim population that tends to be a minority is influenced by social support or not.

In this study, social support was treated as a moderating variable because it not only directly affects learning motivation but also alters the strength or direction of the relationships between predictor variables (assertiveness and self-efficacy) and the dependent variable (learning motivation). This position treats social support as a determinant of the extent to which an individual's self-management potential and the environment can be optimized to encourage consistent learning behaviors.

Social support affects learning motivation by providing external stimuli, such as reducing stress and inhibition (Cohen & Wills, 1985), increasing self-confidence (Schunk et al., 2014), meeting basic psychological needs (Ryan & Deci, 2000), and strengthening learning persistence (Schunk et al., 2017). This influence can be direct or indirect, depending on the form of support provided and the circumstances of the individual receiving it. The results of the research Husnah et al., (2022), stated that students who have a high level of assertiveness are more likely to establish healthy social relationships and gain support from the surrounding environment.

Assertiveness is believed to be positively correlated with intrinsic motivation because assertive individuals have higher self-confidence and control their learning process independently (Alberti & Emmons, 2017). Through assertiveness, students are better able to cope with academic pressure, as they can resist requests that interrupt their study time or divert focus from their top priorities (McCabe & Timmins, 2013). This is in line with McClelland's theory of achievement motivation, which emphasizes that the drive to achieve success will increase if the individual has the confidence and courage to act in accordance with his or her learning interests (McClelland, 1987). The results of research such as Faradita et al. (2018), prove that students' assertive behavior has a positive impact on social interaction and social acceptance from peers. This finding is strengthened by the results of research by Ferisa et al. (2021), which stated that students who have high assertiveness are more confident and able to defend themselves healthily without causing conflict, making it easier to gain empathy and protection from the social environment.



Self-efficacy plays an essential role in shaping how individuals respond, build, and maintain social relationships, including by influencing the acquisition of social support from the surrounding environment. Bandura (1997), in his theory of self-efficacy, states that individuals with high self-efficacy have strong beliefs in his ability to manage various situations, including interacting positively with others. This belief encourages individuals to be more proactive in establishing interpersonal relationships, to be open about their needs, and to seek help from others when needed, thereby increasing the potential for social support.

This study will describe the influence of variables (social support, assertiveness, and self-efficacy on student learning motivation. The results of this research are expected to contribute to the development of a more adaptive educational approach and to provide practical guidance for teachers to support students' learning motivation more effectively.

METHOD

Penelitian ini dilakukan di Madrasah Aliyah di Kabupaten Dairi Sumatera Utara, yaitu: Madrasah Aliyah di Kabupaten Dairi, yakni; MAN Sidikalang, MAS Sidikalang, dan MAS Pesantren Dairi. Metode penelitian yang digunakan adalah model analisis jalur (Paramita et al., 2021), dengan dua variabel independen, satu variabel mediator, dan satu variabel dependen (Sugiyono, 2008). Desain penelitian ini dapat dilihat sebagaimana pada diagram berikut:

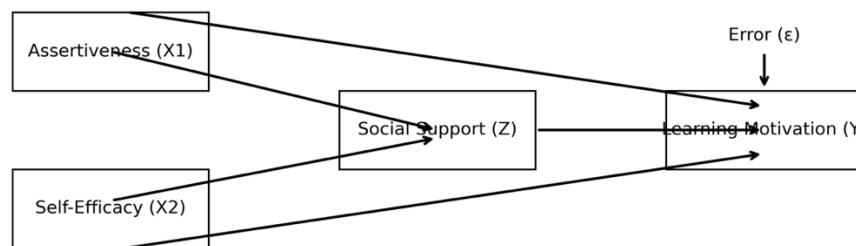


Figure 1. Research Conceptual Framework

Description:

_____ : Direct influence

- - - - -; Indirect influence

€: Influence of residual variables (other variables outside of this study)

The research instrument used was a questionnaire with a Likert Scale design (Sugiyono, 2008), with the modification of four alternative answers and arranged based on the theory of each variable. Where 1) learning motivation is taken from the theory of McClelland, (1987) and Uno (2006), with aspects; desire and desire to succeed; learning motivation and needs; hope for ideals; appreciation in learning; a conducive learning environment; enjoyable learning activities (McClelland, 1987; Uno, 2006); 2) assertiveness is taken from the theory of Alberti & Emmons (2001), with aspects; the ability to express opinions; the ability to resist decisively; the ability to give and receive



criticism; ability to defend rights; the ability to manipulate emotions and interactions; 3) self-efficacy of Bandura's theory (1997), with aspects; Mastery Experiences, Vicarious Experiences, Verbal Persuasion, Physiological and Affective States; 4) the social support of the theories of House (1981), and Cobb (1976), consists of aspects; emotional support, instrumental support, informational support, and appreciative support. All elements of each theory were designed using the Likert Scale, and instruments were tested for validity using correlation tests ≥ 0.360 and Sig. ≤ 0.05 . As well as reliability with alpha cronbach ≥ 0.70 (Paramita et al., 2021).

The data analysis technique used a path analysis model to find patterns of relationships between variables used to confirm or reject the hypothesis of imaginary causality, where the criteria for acceptance and rejection of the hypothesis were used t-test, significance test, and F-test (Paramita et al., 2021). All research operations were analyzed using the MS Excel 2019 application, SPSS Version 2.1., and SEM PLS Version 4.1.1.

RESULTS AND DISCUSSION

Results

The first hypothesis posits an influence of assertiveness on social support. The formulation of this hypothesis will be tested with the following criteria:

H0: There is no effect of assertiveness on social support.

Ha: There is an influence of assertiveness on social support.

The method of the result is, if the value of *sig.* ≥ 0.05 then H0 is rejected and Ha is accepted, meaning that the path coefficient is significant. If the value of *sig.* ≤ 0.05 then H0 is accepted and Ha is rejected, meaning that the path coefficient is not significant. Meanwhile, the results of statistical analysis conducted using SPSS can be seen in the following table:

Table 1.
 Coefficient of Variables Influencing Assertiveness on Social Support

Model		Unstandardized Coefficients		Standardized Coefficients	t		Sig.
		B	Std. Error	Beta	B	Std. Error	
1	(Constant)	25.687	1.685		15.242		.000
	Assertiveness	.228	.059	.228	3.874		.000

a Dependent Variable: Social Support

Based on the table above, the effect of assertiveness on social support is 0.228, with a t-statistic of $3.874 > 1.97$ and a p-value < 0.05 . $0.000 < 0.05$, then Ha is accepted and H0 is rejected. Thus, the proposed hypothesis is accepted: assertiveness influences social support.

The second hypothesis posits an effect of self-efficacy on social support. The formulation of this hypothesis will be tested with the following criteria:

H0: There is no effect of self-efficacy on social support.

Ha: There is an effect of self-efficacy on social support.

The method of the result is, if the value of *sig.* ≥ 0.05 , then H0 is rejected, and Ha is accepted, meaning that the path coefficient is significant. If the value of *sig.* ≤ 0.05 then H0 is accepted and Ha is rejected, meaning that the path coefficient is not significant. Meanwhile, the results of statistical analysis conducted using SPSS can be seen in the following table:



Table 2.
 Coefficient of Variables Influencing Self-Efficacy on Social Support

Model		Unstandardized Coefficients		Standardized Coefficients	t		Sig.	
		B	Std. Error	Beta	B	Std. Error		
1	(Constant)	23.150	2.032			11.391		.000
	Self-Efficacy	.262	.059	.260		4.457		.000

a Dependent Variable: Social Support

Based on the table above, the effect of self-efficacy on social support is 0.260, with a t-statistic of 4.457 (> 1.97) and a p-value. $0.000 < 0.05$, then H_a is accepted, and H_0 is rejected. Thus, the proposed hypothesis is accepted: self-efficacy influences social support.

The third hypothesis posits an influence of assertiveness on learning motivation. The formulation of this hypothesis will be tested with the following criteria:

H_0 : There was no effect of assertiveness on learning motivation.

H_a : There is an influence of assertiveness on learning motivation.

The method of the result is, if the value of sig. If $p\text{-value} \geq 0.05$, then H_0 is rejected and H_a is accepted, indicating that the path coefficient is significant. If the value of sig. ≤ 0.05 , then H_0 is accepted, and H_a is rejected, meaning that the path coefficient is not significant. Meanwhile, the results of statistical analysis conducted using SPSS can be seen in the following table:

Table 3.
 Coefficient of Variables Influence of Assertiveness on Learning Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t		Sig.	
		B	Std. Error	Beta	B	Std. Error		
1	(Constant)	36.052	1.703			21.172		.000
	Assertiveness	.179	.059	.180		3.016		.003

a Dependent Variable: Learning Motivation

Based on the table above, the effect of self-efficacy on learning motivation is 0.260, with a t-statistic of 3.016 > 1.97 and a significance level of 0.05. $0.003 < 0.05$, then H_a is accepted, and H_0 is rejected. Thus, the proposed hypothesis is accepted: assertiveness influences learning motivation.

The fourth hypothesis posits an effect of self-efficacy on learning motivation. The formulation of this hypothesis will be tested with the following criteria:

H_0 : There is no effect of self-efficacy on learning motivation.

H_a : There is an effect of self-efficacy on learning motivation.

The method of the result is, if the value of sig. If $p\text{-value} \geq 0.05$, then H_0 is rejected and H_a is accepted, indicating that the path coefficient is significant. If the value of sig. ≤ 0.05 , then H_0 is accepted, and H_a is rejected, meaning that the path coefficient is not significant. Meanwhile, the results of statistical analysis conducted using SPSS can be seen in the following table:



Table 4.
 Variable Coefficients of the Influence of Self-Efficacy on Learning Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t		Sig.	
		B	Std. Error	Beta	B	Std. Error		
1	(Constant)	31.016	2.012			15.413		.000
	Self-Efficacy	.296	.058	.293		5.072		.000

a Dependent Variable: Learning Motivation

Based on the table above, the effect of self-efficacy on learning motivation is 0.293, with a t-statistic of 5.072 > 1.97 and a significance level of 0.05. 0.000 < 0.05, then Ha is accepted, and H0 is rejected. Thus, the proposed hypothesis is accepted: self-efficacy influences learning motivation.

The fifth hypothesis posits an influence of social support on learning motivation. The formulation of this hypothesis will be tested with the following criteria:

H0: There is no effect of self-efficacy on learning motivation.

Ha: There is an effect of self-efficacy on learning motivation.

The method of the result is, if the value of sig. If p-value ≥ 0.05, then H0 is rejected and Ha is accepted, indicating that the path coefficient is significant. If the value of sig. ≤ 0.05, then H0 is accepted, and Ha is rejected, meaning that the path coefficient is not significant. Meanwhile, the results of statistical analysis conducted using SPSS can be seen in the following table:

Table 5.
 Coefficient of Variables of the Influence of Social Support on Learning Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t		Sig.	
		B	Std. Error	Beta	B	Std. Error		
1	(Constant)	32.784	1.905			17.205		.000
	Social Support	.259	.058	.259		4.425		.000

a Dependent Variable: Learning Motivation

Based on the table above, the effect of social support on learning motivation is 0.259, with a t-statistic of 4.425 > 1.97 and a p-value. 0.000 < 0.05, then Ha is accepted, and H0 is rejected. Thus, the proposed hypothesis is accepted: social support influences learning motivation.

The sixth hypothesis examines whether assertiveness influences learning motivation through the mediating role of social support. The analysis reveals that the indirect effect of assertiveness on learning motivation is 0.009 (0.91%), calculated as the product of the direct impact of assertiveness on social support (a = 0.035) and the direct effect of social support on learning motivation (b = 0.259), yielding 0.009065. Following this, the combined standard error was computed as $b^2 \times s^2a + a^2 \times s^2b$, yielding 0.00060926.

To assess the significance of this indirect effect, a Z-value was calculated as the ratio of the indirect effect to its standard error, yielding Z = 0.367. Since this value is below the critical threshold of 1.96, the null hypothesis (H0) is accepted. This indicates



that assertiveness has no statistically significant indirect effect on learning motivation via social support. In other words, social support does not mediate the relationship between assertiveness and learning motivation in this study

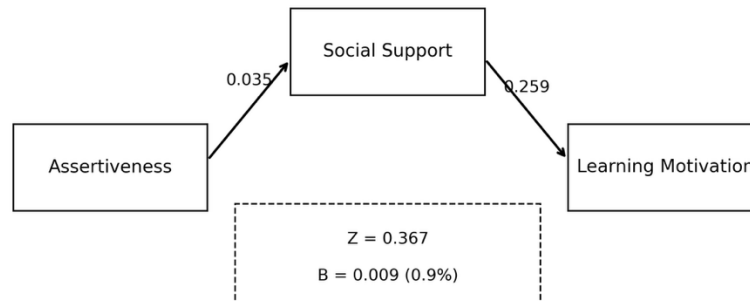


Figure 2. Indirect Influence of Assertiveness on Learning Motivation Through Social Support

The seventh hypothesis posits that self-efficacy influences learning motivation through the mediating role of social support. To test this, the analysis calculated the indirect effect by multiplying the direct impact of self-efficacy on social support ($a = 0.298$) by the direct effect of social support on learning motivation ($b = 0.259$). This resulted in an indirect impact of 0.077 (7.72%). The next step involved calculating the combined standard error using the formula $b^2 \times s^2a + a^2 \times s^2b$, which yielded 0.000901.

The significance of this indirect path was assessed using the Z-value, which was 2.572. Since this value exceeds the critical threshold of 1.96, the null hypothesis (H_0) is rejected. Therefore, the analysis concludes that self-efficacy has a statistically significant indirect effect on learning motivation via social support, confirming the mediating role of social support in this relationship.

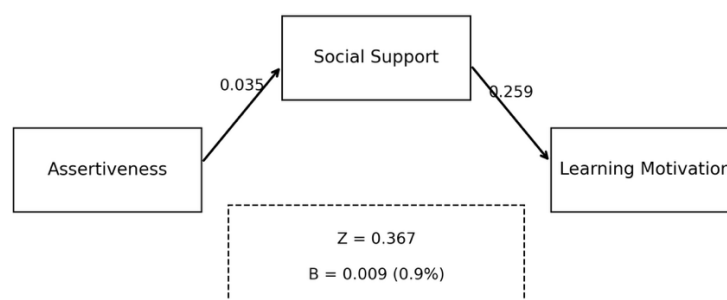


Figure 3. Indirect Influence of Self-Efficacy on Learning Motivation Through Social Support



The seventh hypothesis posits that assertiveness, self-efficacy, and social support influence learning motivation through social support. The total influence of these three variables on learning motivation can be seen as follows:

Table 6.

Summary Model of Joint Influence of All Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356(a)	.126	.117	5.403

a Predictors: (Constant), Social Support, Assertiveness, Self-Efficacy

Based on the table above, the total effect of assertiveness, self-efficacy, and social support on learning motivation is 0.126 (12.6%). Then, to find out whether the three variables together have a significant effect on learning motivation, the F test is carried out as follows:

H0: There was no influence of the three variables on learning motivation.

Ha: There is an influence of all three variables on learning motivation.

The method for obtaining the result is to calculate the value of F. If $F \geq F_{table}$, then H0 is rejected and Ha is accepted, indicating that the path coefficient is significant. If the value of F is calculated. $\leq F_{table}$, H0 is accepted, and Ha is rejected, meaning that the path coefficient is not significant. To find this out, it can be seen in the following table:

Table 7.
ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1145.144	3	381.715	13.075	.000(a)
	Residual	7911.932	271	29.195		
	Total	9057.076	274			

a Predictors: (Constant), Social Support, Assertiveness, Self-Efficacy

b Dependent Variable: Learning Motivation

As shown in the table above, the value of F for 13.075 exceeds 2.64. Thus, H0 is rejected, and Ha is accepted. This indicates that assertiveness, self-efficacy, and social support significantly influence learning motivation, with effect sizes of 0.126 (12.6%).

The influence of each variable was also analyzed using SEM-PLS Application Version 4.1.1. with the following results:



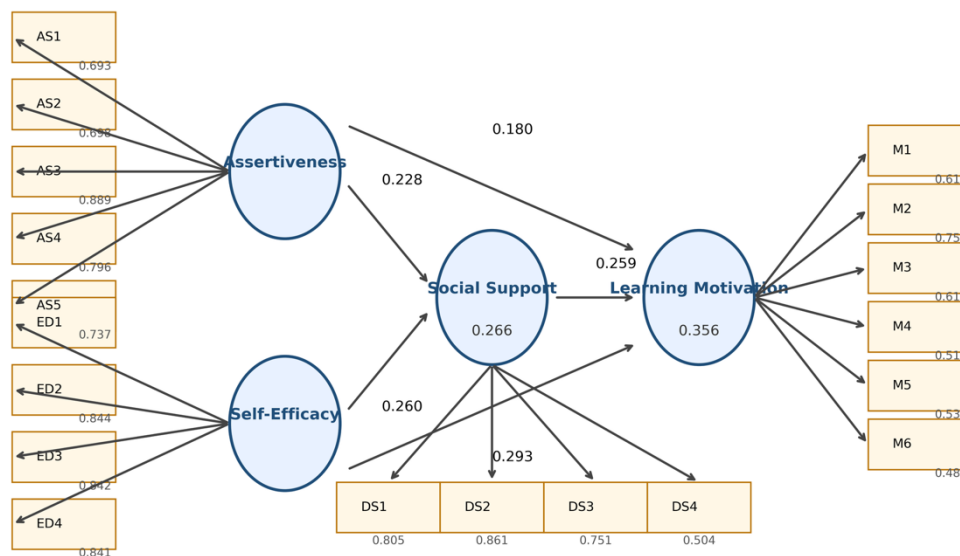


Figure 4. Influence Pathway Between Research Variables

It can be seen in the picture above, that; 1) the effect of assertiveness on social support was 0.228 with R2 0.519 or 5.19%, 2) the effect of self-efficacy on social support was 0.260 with R2 0.067 or 6.76%, 3) the effect of assertiveness on learning motivation was 0.180 with R2 0.180 or 1.80%, 4) the effect of self-efficacy on learning motivation was 0.293 with R2 0.085 or 8.58%, 5) the effect of social support on learning motivation was 0.259 with R2 0.067 or 6.70%, 6) the effect of self-efficacy on learning motivation through social support amounted to $(a \times b = 0.035 \times 0.259 = 0.009065)$ or 0.90%, 7) the effect of self-efficacy on learning motivation through social support amounted to $(a \times b = 0.298 \times 0.259 = 0.077182)$ or 7.7%, 8) the total effect of assertiveness, self-efficacy, and social support on learning motivation was 0.356 with R2 0.1267 or 12.67%.

Based on the description above, all hypotheses have been empirically answered. Where the total determinants of all variables, namely assertiveness, self-efficacy, and social support for learning motivation, were 12.67%, the remaining 83.33% were influenced by other variables that were not included in this study.

Discussion

The results of this study are relevant to the theory of learning motivation, Uno (2016), which states that factors such as interests, personal goals, expectations of success, physical condition, family environment, learning methods, and the quality of teacher-student relationships can play an essential role in shaping and maintaining learning motivation. Therefore, while self-efficacy, assertiveness, and social support make significant contributions, teachers and educational practitioners should also consider other variables to improve students' overall learning motivation. Bandura (1997), also asserts that an individual's belief in their abilities (self-efficacy) interacts synergistically with environmental conditions and supportive social experiences to influence academic achievement and internal motivation.

The study's results underscore the importance of a holistic approach to increasing the learning motivation of madrasah students. This approach is not limited to assertiveness training or to increasing self-efficacy through individual strengthening; it



also attends to healthy social interaction, family support, a conducive classroom climate, and a motivating pedagogical approach. Previous studies, such as those conducted Ryan & Deci (2000), within the framework of Self-Determination Theory, also support the view that intrinsic motivation develops optimally in an environment that meets three basic needs: competence, autonomy, and social connectedness. Thus, although the variables in this study explain some of the motivation for learning, there remains considerable scope for developing a more comprehensive conceptual model of student motivation.

The school environment also plays an important role in this, according to the opinion of Malecki & Demaray (2003), those who stated that the perception of social support increases in students who feel that their school is friendly and that their teachers care. In contrast, in schools with rigid, competitive, or authoritarian climates, students tend to be reluctant to open up and feel that the social support they get is minimal. Therefore, even when students possess substantial psychological capital, such as self-efficacy and assertiveness, the absence of a supportive social environment is suboptimal.

In this context, schools and families need to recognize that establishing social support cannot be imposed solely on students. Educators and parents need to create an environment that encourages positive interaction, open communication, and empathy between community members. Teachers can take an active role by providing time for group discussions, teamwork, or venting forums, which allow students to feel heard and cared for. Parents can also strengthen social support by spending quality time with their children, attending to their children's emotional states, and responding positively to their children's needs.

From a practical perspective, these findings suggest that self-development programs in schools should not only focus on improving self-efficacy and assertive skills but also foster a healthy social climate. Schools can design activities, such as peer mentoring, small-group discussions, or character-building activities, that not only foster confidence but also strengthen social relationships among students.

CONCLUSION

The study results show that assertiveness and self-efficacy play an essential role in shaping social support and learning motivation among Madrasah Aliyah students throughout Dairi Regency. Assertiveness affects social support and learning motivation, although the effect is relatively weak under adverse social conditions. Self-efficacy strongly influences both social support and learning motivation; consequently, students with high self-efficacy tend to maintain learning motivation despite academic and social challenges. Social support also strengthens students' motivation to learn because emotional, informational, and instrumental support from the environment increases confidence in learning. Mediation analysis showed that social support strengthened the relationship between assertiveness and self-efficacy in predicting learning motivation, such that the interaction of the two variables through social support produced a greater increase in learning motivation. Overall, self-efficacy is the most influential variable in shaping learning motivation; therefore, strengthening students' self-efficacy is the most effective strategy for increasing learning motivation while improving assertiveness and the quality of social support in the school environment.



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