

THE EFFECT OF SELF-EFFICACY ON MOTIVATION TO EXCEL WITH SOCIAL SUPPORT AS A MEDIATING VARIABLE IN STUDENTS IN ISLAMIC BOARDING SCHOOLS

Fauzul Ikhsan ^{a1*}, Hasanuddin ^{b2}, Suryani Hardjo ^{3c}

¹² Magister Psikologi, Universitas Medan Area

^aE-mail: fauzulikhsan08112000@gmail.com

(*) Corresponding Author

fauzulikhsan08112000@gmail.com

ARTICLE HISTORY

Received : 20-06-2026

Revised : 28-07-2026

Accepted : 05-08-2026

KEYWORDS

Adolescents,
Achievement
Motivation, Self-
Efficacy, Social
Support

ABSTRACT

Achievement motivation is an important factor in students' academic success. The results of observations indicated that students' achievement motivation in the Islamic boarding school tended to decline, as reflected in low academic performance, limited participation in classroom learning, delayed task completion, and decreased enthusiasm for memorizing the Holy Qur'an. This study aimed to examine the effect of self-efficacy on achievement motivation, with social support serving as a mediating variable, among students of Madrasah Aliyah Dayah Terpadu Almuslimun Lhoksukon, North Aceh Regency. The study population consisted of 448 students, with a sample of 200 students selected through random sampling. Data were collected using the Achievement Motivation Scale, the General Self-Efficacy Scale (GSE), and the Multidimensional Scale of Perceived Social Support (MSPSS), and were analyzed using JASP version 0.19.3.0. The results revealed that self-efficacy had a positive and significant effect on achievement motivation ($\beta = 0.508$, $p < 0.001$), self-efficacy had a positive and significant effect on social support ($\beta = 0.417$, $p < 0.001$), and social support had a positive and significant effect on achievement motivation. Furthermore, self-efficacy had a positive and significant indirect effect on achievement motivation through social support as a mediating variable ($\beta = 0.100$, $p < 0.001$).

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Education is one of the main means of developing the quality of human resources. The success of the educational process is not only determined by the intellectual ability of students, but also influenced by psychological factors, one of which is the motivation to achieve. Achievement motivation is the drive in individuals to achieve success, obtain the best results, and avoid failure in completing academic tasks. Students who have high achievement motivation tend to show greater effort, perseverance in learning, and are able to face various academic challenges compared to students who have low achievement motivation.

The phenomenon of low motivation to excel is still a problem found in various educational institutions, including in Islamic boarding schools. Based on the results of observations made by researchers at Madrasah Aliyah

Dayah Terpadu Almuslimun Lhoksukon, North Aceh Regency, it was found that some students showed a decrease in motivation to achieve. This condition is characterized by declining academic scores, low participation in the learning process, lack of initiative in answering and asking questions to teachers, delays in completing assignments, and low enthusiasm in memorizing the Qur'an as one of the main programs of Islamic boarding schools. This phenomenon shows that there are still students who have not been able to optimize their potential to achieve the expected academic achievements.

According to motivation, achievement is an individual's need to achieve a certain standard of excellence, complete tasks optimally, and achieve success through the efforts made. Individuals who have high achievement motivation will try to overcome challenges, set realistic targets, take responsibility for tasks, and always strive to improve the quality of their achievements. Conversely, low motivation to achieve can have an impact on declining student involvement in the learning process and academic achievement. McClelland (1987)

One of the internal factors that is suspected to affect achievement motivation is *self-efficacy*. defines Bandura (1997) *self-efficacy* as an individual's belief in his or her ability to organize and carry out the actions necessary to achieve a specific goal. Individuals who have high *self-efficacy* will be more confident in facing challenges, have better perseverance, and do not give up easily when facing difficulties. On the other hand, individuals with low *self-efficacy* tend to doubt their abilities so it is easier.

The study, which found that Rahmi et al. (2025) *self-efficacy* and motivation for achievement had an effect on student learning independence at MA Private Insan Kesuma Madani with a contribution of 19.5%. The findings show that increasing *self-efficacy* not only has an impact on increasing motivation to achieve, but also contributes to the development of students' learning independence

In addition to internal factors, achievement motivation is also influenced by external factors, one of which is social support. Social support is an individual's perception of the help, attention, appreciation, and care obtained from the people around him, such as family, teachers, peers, and people who are considered significant. Positive social support can increase a sense of security, confidence, and enthusiasm for learning, thereby encouraging students to achieve better achievements. (Zimet et al., 1991)

Previous research has shown that social support has an important role in increasing motivation to achieve. stated that students who received high support from parents and teachers showed higher academic engagement and achievement motivation than students who received low support. Social support also serves as a source of psychological reinforcement that helps students cope with academic pressure and increase confidence in their abilities. Wentzel (1998)

The study, which found a positive and significant relationship between social support and achievement motivation with a significance value of $p = 0.000$ and a correlation coefficient (r) of 0.381. The findings show that the higher the social support an individual receives, the higher his motivation to achieve. Nurrahman & Kharunisa, (2024)

Self-efficacy and social support are two interrelated factors in influencing individual behavior and success. According to individuals, who have high Bandura, (1997) *self-efficacy* tend to be more confident in building social interactions, dare to seek help when facing difficulties, and are better able to take advantage of the resources available in their environment. On the other hand, social support obtained from family, teachers, peers, and people who are considered significant can strengthen an individual's confidence in his or her ability to complete tasks and face various challenges. Such support provides a sense of security, appreciation, and emotional encouragement that increases the individual's confidence and perseverance in achieving goals. Thus, the higher the *self-efficacy* a person has, the greater the tendency to build positive social relationships and make optimal use of social support, so that both strengthen each other in improving the individual's ability to cope with the demands of academic and daily life.

The study found that Nazri Abdul Rahman (2024) *self-efficacy* and social support had an effect on *school well-being* in Islamic boarding school students in Kutacane with an effect of 16.2%. The findings show that *self-efficacy* and social support are interrelated psychological factors in improving student well-being in the school environment. The similarity of the results of this study strengthens that students who have high confidence in their

abilities will be better able to build positive social interactions and utilize the support provided by the environment as a source of strength in facing academic and social demands.

Based on this description, *self-efficacy* is estimated not only to have a direct effect on motivation to achieve, but also indirectly through social support as a mediating variable. Social support can strengthen the influence of self-confidence on the emergence of motivation to achieve academic achievement. However, research examining the mediating role of social support in the relationship between self-efficacy and achievement motivation in students in Islamic boarding schools is still relatively limited.

Therefore, this study aims to analyze the effect of *self-efficacy* on motivation to achieve with social support as a mediating variable in students of Madrasah Aliyah Dayah Terpadu Almuslimun Lhoksukon, North Aceh Regency. The results of this study are expected to contribute to the development of educational psychology studies, especially regarding factors that affect students' motivation to excel, as well as become the basis for the preparation of intervention programs to improve academic achievement through strengthening *self-efficacy* and social support.

METHOD

This study uses a quantitative approach with a survey method. Survey research was conducted to obtain data from respondents without giving treatment to the variables studied. Based on its objectives, this research is an applied *research*, which aims to produce information that can be used as a basis for solving problems in the context being researched.

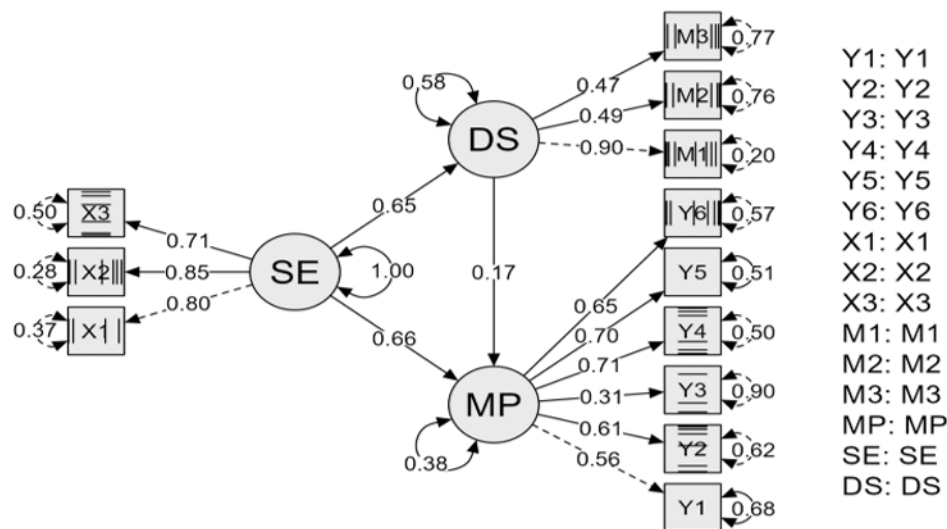
This study involved three variables, namely *self-efficacy* as an independent variable (X), motivation to achieve as a dependent variable (Y), and social support as a mediating variable (M). The research population is all students of Madrasah Aliyah Dayah Terpadu Almuslimun Lhoksukon, North Aceh Regency, which totals 448 students. The research sample amounted to 200 students who were selected using random sampling techniques, so that each member of the population had an equal opportunity to become a respondent. Data collection was carried out online using a Google Form-based questionnaire.

Achievement motivation is measured using *the Achievement Motivation Scale* based on a theory adapted by . This scale consists of 32 items that measure six aspects, namely (McClelland, 1987) (Isnaini, 2022) *personal responsibility, moderate risk taking, need for feedback, creative-innovative, time orientation/future orientation, and striving for excellence*. *Self-efficacy* is measured using *the General Self-Efficacy Scale* (GSE) developed by and adapted into Indonesian by . This scale consists of 10 items that cover three aspects, namely (Schwarzer & Jesrusalem, 1993) (Novrianto et al., 2019) *level (magnitude), strength, and generality*. Social support is measured using *the Multidimensional Scale of Perceived Social Support* (MSPSS) developed by and adapted into Indonesian by This scale consists of 12 items that measure three dimensions, namely (Zimet et al., 1991) (Radde & Nur Aulia Saudi, 2021) *perceived support from family, perceived support from friends, and perceived support from a significant other*.

All instruments use a four-choice Likert scale. *The Achievement Motivation Scale* consists of favorable and unfavorable items, while GSE and MSPSS consist entirely of favorable items. Higher scores indicate higher levels of achievement motivation, self-efficacy, and social support.

Data analysis was performed using the JASP program version 0.19.3.0. The analysis included descriptive statistics, instrument validity and reliability tests, and *Structural Equation Modeling–Partial Least Squares* (SEM-PLS) analysis to test the direct influence of self-efficacy on achievement motivation, the effect of self-efficacy on social support, the effect of social support on achievement motivation, and the indirect influence of self-efficacy on achievement motivation through social support as a mediating variable

Results and Discussion



Gambar.1. Diagram Loading Factor

Description:

- OR = Self Efficacy
- X1 = Level
- X2 = Strength
- X3 = Generality
- MP = Motivation to Perform
- Y1 = Responsibility
- Y2 = Medium risk
- Y3 = Feedback
- Y4 = Creative Inovative
- Y5 = Future Orientation
- Y6 = Be the best
- DS = Social Support
- M1 = Support from Family
- M2 = Support from friends
- M3 = Support from the closest people

The results of the convergent validity test showed that the Self-Efficacy variable had met the criteria well. All indicators have a *loading factor value* above 0.70, namely Strength (0.848), Level (0.796), and Generality (0.709), so that they are able to adequately represent the self-efficacy construct. In the Achievement Motivation variable, most of the indicators met the convergent validity criteria, namely Creative-Innovative (0.706), Future Orientation (0.700), Striving for Excellence (0.654), Moderate Risk Taking (0.613), and Personal Responsibility (0.564). However, the Need for Feedback indicator has a *loading factor* of 0.310 so it does not meet the recommended minimum limit and needs to be considered for revision or elimination. Meanwhile, in the Social Support variable, only the Perceived Support from Family indicator showed excellent convergent validity (*loading* = 0.895), while Perceived Support from

Friends (0.486) and Perceived Support from Significant Other (0.474) had a *loading* value below 0.50 so it was not able to represent the construct optimally. Although all indicators were statistically significant ($p < 0.001$), the evaluation of convergent validity was still based on the magnitude of *the factor loading value* according to the model's measurement criteria.

Tabel.1. Tabel Heterotrait Monotrait Ratio

Heterotrait-monotrait ratio

Motivation to Excel.	Self-Efficacy	Social Support
1.000		
0.813	1.000	
0.549	0.487	1.000

The discriminant validity test was conducted using the Heterotrait-Monotrait Ratio (HTMT) (Table.1). According to a construct, it is stated to have good discriminant validity if the Hair et al (2021) HTMT value < 0.90 .

Based on the results of the analysis, the HTMT value was obtained (Table.1.) The entire HTMT value is below the 0.90 limit, thus indicating that each construct has adequate differences and is able to measure concepts that differ from each other.

Tabel.2. R-Squared

R-Squared

Outcome	R ²	Adjusted R ²
Social Support	0.382	0.379
Motivation to Excel.	0.640	0.636

The analysis of the determination coefficient (R²) aims to find out how much ability exogenous variables are in explaining the variation of endogenous variables in the research model. The higher the R² value, the greater the proportion of variations in endogenous variables that the model can explain.

Based on the results of the analysis, the R² value of the Social Support variable was 0.382 with the Adjusted R² of 0.379. This suggests that 38.2% of Social Support variations can be explained by *Self-Efficacy*, while the remaining 61.8% can be explained by factors outside of the research model.

Furthermore, the Achievement Motivation variable has an R² value of 0.640 with an Adjusted R² of 0.636. This shows that 64.0% of the variation in Achievement Motivation can be explained together by *Self-Efficacy* and Social Support, while the remaining 36.0% are influenced by other variables that were not included in the research model.

Referring to the criteria put forward by Joseph F. Hair Jr. et al. (2022), the R² value of 0.382 is included in the moderate category, while the R² value of 0.640 is also included in the moderate category and shows a fairly strong model explanation ability for the Achievement Motivation variable.

Table.3. Hypothesis Results Between Variables

Path coefficients

							95% Confidence Interval	
			Std. estimate	Std. error	z- value	p	Lower	Upper
Dukungan Sosial	→	Motivasi Berprestasi	0.239	0.059	4.084	< .001	0.124	0.354
Self-Efficacy	→	Motivasi Berprestasi	0.508	0.053	9.540	< .001	0.404	0.613
Self-Efficacy	→	Dukungan Sosial	0.417	0.058	7.138	< .001	0.302	0.531

Note. Estimator is ML.

Table.4. Hypothesis Results of Intervariable Path Analysis Through Mediators

Indirect effects

								95% Confidence Interval		
								Lower	Upper	
Self-Efficacy	→	Dukungan Sosial	→	Motivasi Berprestasi	0.100	0.028	3.536	< .001	0.044	0.155

Note. Estimator is ML.

The results of the pathway analysis (Table.1.3) show that the entire research hypothesis is supported by data. Social Support had a positive and significant effect on Achievement Motivation ($\beta = 0.239$; $z = 4.084$; $p < 0.001$), which shows that the higher the social support students receive, the higher their motivation to excel. *Self-Efficacy* also had a positive and significant effect on Achievement Motivation ($\beta = 0.508$; $z = 9.540$; $p < 0.001$). This coefficient is the largest in the model, suggesting that *self-efficacy* is the strongest predictor of achievement motivation. In addition, *Self-Efficacy* had a positive and significant effect on Social Support ($\beta = 0.417$; $z = 7.138$; $p < 0.001$), which indicates that the higher the student's confidence in his or her abilities, the higher their perception of the social support they receive.

The results of the indirect influence analysis showed that Social Support mediated the relationship between *Self-Efficacy* and Achievement Motivation with an indirect path coefficient of $\beta = 0.100$, $z = 3.536$, and $p < 0.001$. These findings suggest that *self-efficacy* increases motivation to perform not only directly, but also through increased students' perception of social support. Because the direct influence of *self-efficacy* on achievement motivation remains significant after the mediating variables are included in the model, the role of social support is categorized as partial mediation.

CONCLUSION

This study showed that *self-efficacy* had a positive and significant effect on achievement motivation ($\beta = 0.508$; $p < 0.001$), so that the higher the student's confidence in his abilities, the higher his motivation to achieve. In addition, *self-efficacy* also had a positive and significant effect on social support ($\beta = 0.417$; $p < 0.001$), while social support had a positive and significant effect on achievement motivation ($\beta = 0.239$; $p < 0.001$). The results of the mediation analysis showed that social support partially mediated the relationship between self-efficacy and achievement motivation ($\beta = 0.100$; $p < 0.001$). These findings indicate that the increase in students' motivation to excel is influenced by internal factors in the form of self-efficacy and strengthened by external factors in the form of social support from family, teachers, and peers.

ADVICE

Madrasah is expected to develop programs that can increase students' self-efficacy and social support through academic coaching, providing constructive feedback, rewards for achievements, and creating a supportive learning environment. Teachers and parents are expected to provide emotional and academic support on an ongoing basis to strengthen students' self-confidence and motivation to excel. The next study is recommended to examine other variables that have the potential to affect achievement motivation, such as self-regulation, learning environment, emotional intelligence, or parenting, by involving a wider sample so that a more comprehensive understanding is obtained.

REFERENCES

Bandura. (1997). *Self-efficacy (the exercise of control)*. New York: W'H. Freeman and Company.

- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial Least Squares Structural Equation Modelling (PLS-SEM) Using R*. Springer. https://doi.org/10.1007/978-3-030-80519-7_1
- Isnaini, N. (2022). Adaptasi Alat Ukur Psikologi Motivation Achievement Inventory Dengan Metode Confirmatory Factor Analysis (CFA). *ANFUSINA: Journal of Psychology*, 5(1), 93-104. <https://doi.org/10.24042/ajp.v5i1.13349>
- McClelland, D. C. (1987). *Human Motivation*. New York: Cambridge University Press.
- Nazri Abdul Rahman, M. (2024). HUBUNGAN SELF EFFICACY DAN DUKUNGAN SOSIAL TERHADAP SELF REGULATED LEARNING SISWA DI SMA NEGERI X MERANGIN. *Edu Research, Indonesia Institute For Corporate Learning And Studies (IICLS)*, 4(4).
- Novrianto, R., Kargenti, A., Maretih, E., & Hasbi Wahyudi. (2019). Validitas Konstruk Instrumen General Self Efficacy Scale Versi Indonesia. *Jurnal Psikologi*. <https://doi.org/10.24014/jp.v14i2.6943>
- Nurrahman, A. L., & Kharunisa, N. Z. (2024). Peran Dukungan Sosial Dalam Meningkatkan Motivasi Berprestasi Pada Siswa Sekolah Menengah Atas. *Jurnal Kajian Bidang Pendidikan Dan Pembelajaran*, 4(2), 66. <https://doi.org/10.56393/lentera.v4i2.2807>
- Radde, H. A., & Nur Aulia Saudi, A. (2021). Uji Validitas Konstrak dari Emotion Regulation Questionnaire Versi Bahasa Indonesia dengan Menggunakan Confirmatory Factor Analysis Construct Validity Test of Emotions Regulation Questionnaire of Indonesian Version Using Confirmatory Factor Analysis. *Jurnal Psikologi Karakter*, 1(2). <https://journal.unibos.ac.id/jpk>
- Rahmi, D. S., Hasanuddin, H., & Dewi, S. S. (2025). PENGARUH SELF-EFFICACY DAN MOTIVASI BERPRESTASI TERHADAP KEMANDIRIAN BELAJAR SISWA MADRASAH ALIYAH SWASTA INSAN KESUMA MADANI. *Research and Development Journal of Education*, 11(2), 1139. <https://doi.org/10.30998/rdje.v11i2.27952>
- Schwarzer, & Jesrusalem. (1993). *Measurement of Perceived Self-Efficacy: Psychometric Scales for Cross-Cultural Research*. Berlin: Freie Universitat.
- Wentzel, K. R. (1998). Social relationship and motivation in middle school: The Role of parents, teachers and peers. *Journal of Educational Psychology*.
- Zimet, G. D., Dahlem, N. W., & Walker, R. R. (1991). The Multidimensional Scale Of Perceived Social Support: A Confirmation Study. *Journal of Clinical Psychology*.