

Learning Motivation and Perceived Social Support as Predictors of Student Engagement Among Ninth-Grade Students

Haliza Maulana^{1*}, Pratidina Ekanesia², Prinska Damara Sastri³

Universitas Indonesia Membangun, Bandung, Indonesia

Corresponding Author: halizamaulana@student.inaba.ac.id^{1*},
pratidina.ekanesia@inaba.ac.id², prinska.damara@inaba.ac.id³

Article Information:

Received: July 05, 2026; Accepted: July 25, 2026; Published: July 27, 2026

Abstract

This study examined the roles of learning motivation and perceived social support in predicting student engagement among ninth-grade students. A quantitative cross-sectional survey was conducted with 207 students selected randomly from a population of 430 students at SMP X. Data were collected through a questionnaire measuring learning motivation, perceived social support, and student engagement. The instruments showed satisfactory reliability, and the data were analyzed using descriptive procedures, regression assumption testing, and multiple linear regression. The findings indicated that both learning motivation and perceived social support positively and significantly predicted student engagement. Learning motivation showed a stronger contribution than perceived social support, while both variables jointly provided substantial explanatory power for differences in student engagement. These results suggest that students' involvement in school is influenced by both their internal reasons for learning and their perception that meaningful support is available from people around them. Schools are therefore encouraged to strengthen students' sense of purpose, persistence, and autonomy in learning while also ensuring access to emotional, informational, appraisal, and practical support from teachers, parents, peers, and school counselors.

Keywords: Learning Motivation; Perceived Social Support; Student Engagement; Junior High School Students; Educational Psychology

1. Introduction

Student engagement refers to the behavioral, emotional, and cognitive investment that students direct toward school-related activities. It is reflected in attendance, classroom participation, persistence, interest, sense of belonging, and the use of effective learning strategies. [Fredricks et al. \(2004\)](#) positioned engagement as a multidimensional construct shaped by the interaction between students and their learning environment, while later studies emphasized that it is dynamic rather than fixed ([Wang & Eccles, 2013](#); [Wang & Fredricks, 2014](#)). Low engagement may appear through lateness, incomplete assignments, withdrawal from classroom activities, boredom, and declining academic persistence. Academic procrastination can reinforce these patterns by weakening students' consistency in completing learning responsibilities ([Sastri, 2022](#)).

This issue is especially relevant for ninth-grade students, who are completing junior high school while preparing for transition to the next educational level. At this stage, students must manage academic demands, future study decisions, emotional changes, and increasingly complex relationships with teachers, parents, and peers ([Santrock, 2023](#)). Although they have spent several years adapting to the school environment, familiarity does not automatically ensure stable engagement. Their ability to adjust to changing demands therefore remains important, particularly when they face uncertainty, performance pressure, and social challenges ([Bernadus & Prasetyaningtyas, 2024](#)).

Preliminary interviews with homeroom teachers and students at SMP X indicated that some ninth-grade students still displayed behaviors associated with unstable engagement. These included lateness, absenteeism, incomplete assignments, mobile-phone use during lessons, boredom, and the tendency to postpone schoolwork. Some students also reported difficulties in peer relationships and limited attention from family members. These observations did not represent the entire student population, but they suggested that variation in engagement may be connected to both students' internal motivation and the support they perceive from their social environment.

Learning motivation is one internal factor that may help explain student engagement. Self-Determination Theory describes motivation as a continuum ranging from externally controlled behavior to more autonomous regulation, including identified regulation and intrinsic motivation ([Ryan and Deci, 2020](#); [Ryan & Connell, 1989](#)). Students who understand the value of learning or experience genuine interest in academic activities are more likely to sustain effort, regulate their behavior, and persist when tasks become difficult. [Howard et al. \(2021\)](#) found that autonomous motivation is consistently associated with stronger academic functioning and more adaptive learning outcomes. Evidence from organizational settings also shows that motivation is related to commitment, discipline, persistence, and goal-directed performance ([Alqorni et al., 2025](#); [Indriyani et al., 2025](#); [Pratama & Siddiq, 2024](#); [Shefani & Jaya, 2024](#)). Although these studies involve employees, they support the broader proposition that motivation helps individuals maintain effort and responsibility across settings.

Student engagement is also shaped by perceived social support. This construct refers to students' belief that emotional care, useful information, constructive feedback, and practical assistance are available when needed ([Malecki and Demaray 2002](#)). Its psychological value depends not only on the objective level of support, but also on whether students experience it as sincere and reliable. Social support can serve as a buffering mechanism, reducing the effects of academic and interpersonal stress ([Thoits, 2011](#)). Among adolescents, perceived support has been associated with better mental health and stronger emotional regulation ([Ekanesia et al., 2024](#); [Wahdah & Akbar, 2025](#)). Supportive teachers, parents, and peers may therefore strengthen students' sense of safety, belonging, and willingness to remain involved in academic activities. The quality of teachers' work environment may also influence the consistency and responsiveness of support available to students ([Nurfajiah & Gumilar, 2024](#)).

Previous studies have linked peer support, self-efficacy, and motivation with student engagement in school settings ([Firdaus & Fikri, 2025](#); [Mayanti et al., 2022](#); [Pramisjayanti & Khoirunnisa, 2022](#); [Diastama and Dewi, 2021](#)). However, many studies have examined motivational and social factors separately, focused on only one source of support, or involved students at different educational levels. Limited attention has been given to ninth-grade students as a distinct group facing both school completion and educational transition. In addition, the relative contribution of learning motivation and perceived social support within

the same predictive model remains insufficiently clarified.

This study therefore examines whether learning motivation predicts student engagement, whether perceived social support predicts student engagement, and whether both variables jointly explain a significant proportion of engagement among ninth-grade students. It is hypothesized that learning motivation is positively associated with student engagement, perceived social support is positively associated with student engagement, and the two predictors make a significant simultaneous contribution to the model. Theoretically, the study integrates an internal psychological factor with an external social factor in explaining behavioral, emotional, and cognitive engagement. In practice, the findings are expected to inform school-based strategies that combine motivation-supportive teaching, accessible social support, and early identification of students at risk of disengagement.

2. Literature Review

2.1 Learning Motivation

Within Self-Determination Theory, academic motivation is distinguished by the degree to which students experience their learning behavior as controlled or self-endorsed rather than by the mere strength of their desire to study ([Ryan & Connell, 1989](#); [Ryan & Deci, 2020](#)). At the controlled end of the continuum, students may complete academic tasks to gain approval, secure rewards, avoid sanctions, or satisfy external expectations. Regulation can also arise from internalized pressure, such as guilt, embarrassment, or concern about personal worth. By contrast, more self-determined forms of motivation appear when students regard learning as personally important or participate because the activity itself generates curiosity, interest, or enjoyment.

The quality of motivation influences how students respond to academic demands. Students who perceive learning as meaningful are generally more willing to persist, regulate their effort, and apply deliberate strategies when facing difficult tasks. [Howard et al. \(2021\)](#) found that autonomous motivation is consistently associated with more adaptive academic outcomes, including persistence, positive affect, and stronger engagement. Motivation may also be shaped by students' interests, confidence, family support, teaching practices, and relationships with peers and teachers, all of which influence whether learning is experienced as an obligation or as a personally valuable activity ([Ryan and Deci, 2020](#)).

For ninth-grade students, learning motivation is particularly important because academic activities are closely linked to graduation and the transition to the next educational level. Students who understand the future value of learning are more likely to attend classes, complete assignments, and remain cognitively involved. Learning motivation can therefore be understood as an internal resource that helps students maintain participation and academic persistence.

2.2 Perceived Social Support

Perceived social support refers to students' belief that meaningful assistance is available from people in their environment when needed. The construct emphasizes subjective appraisal rather than the objective amount of support received. Support becomes psychologically effective when students perceive it as accessible, sincere, and reliable ([Malecki and Demaray, 2002](#); [Lakey and Orehek 2011](#); [Thoits, 2011](#)). For adolescents, such support may come from parents, teachers, classmates, or close friends.

From a functional perspective, perceived social support includes emotional, informational, appraisal, and instrumental support ([Malecki & Demaray, 2002](#)). Emotional support involves empathy, care, trust, and acceptance. Informational support provides advice or guidance to help students address academic problems. Appraisal support includes recognition, constructive feedback, and appreciation of effort, while instrumental support includes tangible assistance, such as learning materials, facilities, time, or practical help. Together, these forms of support may strengthen students' sense of belonging and confidence in managing school demands.

Perceived social support may also serve as a buffering resource, reducing the psychological impact of academic and interpersonal stress. Students who believe that help is available are less likely to interpret difficulties as problems they must face alone. Research among adolescents has linked perceived support with better psychological well-being and emotional regulation ([Ekanesia et al., 2024](#); [Wahdah & Akbar, 2025](#)). In school settings, this sense of security may encourage students to seek help, communicate difficulties, and remain involved in learning activities.

2.3 Student Engagement

Student engagement can be understood as the way students translate their presence at school into observable participation, emotional connection, and deliberate mental effort. [Fredricks et al. \(2004\)](#) framed this construct through three interrelated domains. The behavioral domain concerns actions such as attending class, following school expectations, contributing to learning activities, and persisting with assigned work. The emotional domain captures students' feelings toward school, including enthusiasm, enjoyment, boredom, attachment, and belonging. The cognitive domain reflects the depth of students' mental investment, including the use of learning strategies, sustained concentration, and self-regulation.

These dimensions are related but not identical. A student may comply with classroom rules while remaining emotionally detached, or may enjoy the social environment of school without investing sufficient cognitive effort. Student engagement should therefore be understood as a broad pattern of participation rather than a single observable behavior. [Wang and Fredricks \(2014\)](#) emphasized that engagement is context-sensitive and may change according to classroom climate, instructional practices, peer relationships, and students' psychological conditions. [Wang and Eccles \(2013\)](#) similarly noted that supportive school environments can strengthen participation by providing structure, belonging, and opportunities for meaningful involvement.

High engagement is commonly reflected in punctuality, active participation, positive emotional connection to school, and sustained academic effort. In contrast, disengagement may appear through absenteeism, incomplete work, boredom, withdrawal, or minimal cognitive investment. Previous studies have linked engagement with learning motivation, peer support, self-efficacy, and school-related psychological conditions ([Firdaus & Fikri, 2025](#); [Mayanti et al., 2022](#); [Pramisjayanti & Khoirunnisa, 2022](#); [Wiastra et al., 2025](#)).

2.4 Theoretical Relationship and Conceptual Framework

Learning motivation is theoretically related to student engagement because it influences why students begin and maintain academic behavior. Students who act only under external pressure may participate temporarily, whereas those who recognize the value of learning are more likely to persist, invest effort, and remain cognitively involved. Self-Determination Theory therefore suggests that autonomous forms of motivation provide a stronger foundation for sustained

engagement than controlled forms of regulation ([Ryan and Deci, 2020](#); [Howard et al., 2021](#)). Empirical studies have also reported positive associations between learning motivation and student involvement across different educational contexts ([Diastama and Dewi, 2021](#); [Wiastra et al., 2025](#)).

Perceived social support may strengthen engagement by providing emotional security and practical assistance. Students who feel accepted and supported are more willing to communicate difficulties, seek feedback, and participate without excessive fear of judgment. Peer support has been shown to contribute positively to student engagement, while perceived social support has also been associated with stronger engagement among junior high school students ([Firdaus & Fikri, 2025](#); [Mayanti et al., 2022](#)). These findings indicate that support is relevant not only to psychological well-being but also to active participation in school.

Taken together, learning motivation and perceived social support represent complementary resources. Motivation supplies direction and energy for learning, whereas social support helps students sustain effort under academic and interpersonal pressure. The proposed framework therefore positions both variables as parallel predictors of student engagement. Because the study uses a cross-sectional design, the relationships are interpreted as predictive associations rather than definitive causal effects.

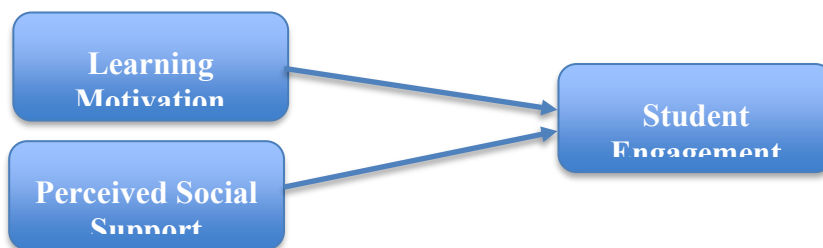


Figure 1. Conceptual Framework of the Study

3. Research Method

3.1 Research Design and Participants

The study used a nonexperimental survey design in which all variables were recorded during a single period of data collection. Its purpose was to estimate how learning motivation and perceived social support were statistically related to differences in student engagement. Descriptive procedures were used to summarize the sample and study variables, while correlational and multiple-regression analyses were applied to evaluate the proposed relationships. Since no treatment was introduced and temporal ordering could not be established, the results were treated as predictive associations rather than evidence of causation.

The target population consisted of 430 ninth-grade students registered at SMP X in the 2025/2026 academic year. They were organized into ten parallel classes, from IX-A through IX-J. Using a random-selection procedure and a tolerated sampling error of 5%, 207 students were included in the analysis. Eligibility required active ninth-grade enrollment and complete responses to every questionnaire item. Prior to data collection, permission was obtained from the school. Students were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Parental or guardian consent and student assent were obtained before questionnaire completion.

3.2 Research Instruments

Published by:

The survey contained 48 statements, assembled from three established measures and adapted for junior high school students. Learning motivation was assessed using items from the Academic Self-Regulation Questionnaire. Perceived social support was measured through a context-adjusted version of the Child and Adolescent Social Support Scale, while student engagement was assessed using an adapted School Engagement Measure. Wording and item presentation were refined to align with the respondents' language proficiency, school setting, and developmental characteristics.

Table 1. Measurement Instruments Used in the Study

Construct	Measurement basis	Domains represented	Items	Scale
Learning motivation	Academic Self-Regulation Questionnaire, based on Ryan and Connell (1989) and Deci et al. (1992)	External, introjected, identified, and intrinsic regulation	17	Four-response Likert format
Perceived social support	Child and Adolescent Social Support Scale, based on Malecki and Demaray (2002)	Emotional, informational, appraisal, and instrumental support	16	Four-response Likert format
Student engagement	School Engagement Measure, based on Ramadhani and Purwono (2023)	Behavioral, emotional, and cognitive engagement	15	Four-response Likert format

The learning motivation scale measured students' reasons for engaging in academic activities, ranging from externally controlled motives to more autonomous forms of regulation. The perceived social support scale focused on functional types of support rather than separately assessing each source. The student engagement scale assessed students' participation in school rules and tasks, emotional connection to school, and cognitive investment in learning.

3.3 Data Collection and Scoring

Responses were gathered electronically using a Google Forms questionnaire. Each statement was answered on a 4-point agreement scale ranging from 1 (strongly disagree) to 4 (strongly agree). The midpoint option was intentionally omitted to encourage participants to indicate a clearer position on each statement. In total, the instrument consisted of 48 items: 17 measuring learning motivation, 16 assessing perceived social support, and 15 capturing student engagement.

Items written in a positive direction retained their original scores. Negatively phrased statements within the perceived social support and student engagement measures were recoded before the total scores were calculated. As a result, higher composite values consistently indicated stronger motivation, greater perceived support, and higher engagement. For descriptive interpretation, average scores between 1.00 and 2.50 were placed in the low category, whereas averages from 2.51 to 4.00 were classified as high.

The item pool was constructed from the theoretical domains underlying each variable and was examined by experts before administration. After data collection, item performance was evaluated by correlating each statement with its respective scale's total score. The internal consistency of each measure was then estimated using Cronbach's alpha.

3.4 Data Analysis

Data preparation included checking for incomplete entries, assigning numerical codes, reversing negatively keyed items, and computing total scores for each construct. The respondent profile and score distributions were summarized using frequencies, percentages, central tendency measures, dispersion indices, and observed minimum and maximum values.

Instrument performance was evaluated through item-to-total correlations and Cronbach's alpha coefficients. The statistical adequacy of each item was judged at the .05 significance level, while reliability was calculated separately for learning motivation, perceived social support, and student engagement.

Several diagnostic procedures were conducted before the regression model was estimated. The distribution of residuals was assessed with the one-sample Kolmogorov–Smirnov test. The linear form of each predictor–outcome relationship was examined through linearity and deviation-from-linearity statistics. Potential overlap between predictors was evaluated using tolerance and variance inflation factor values. The stability of residual variance was inspected using a standardized residual scatterplot.

The unique and joint statistical contributions of learning motivation and perceived social support were estimated through multiple linear regression. The model was expressed as:

$$SE = \beta_0 + \beta_1 LM + \beta_2 PSS + \varepsilon$$

In this equation, (SE) denotes student engagement, (LM) represents learning motivation, and (PSS) refers to perceived social support. The intercept is represented by (β_0), the predictor coefficients by (β_1) and (β_2), and the unexplained component by (ε). The contribution of each predictor was examined through its coefficient and (t)-value, whereas the overall model was evaluated using the (F)-test. The proportion of explained variance was reported using (R^2) and adjusted (R^2), with the significance threshold set at ($p < .05$).

4. Research and Discussions

4.1 Findings

4.1.1 Respondent Characteristics

The analysis included 207 ninth-grade students from SMP X. The sample comprised 103 male students (49.8%) and 104 female students (50.2%), resulting in an approximately balanced gender distribution. All questionnaires included in the analysis were complete.

Table 2. Respondent Characteristics

Characteristic	Frequency	Percentage
Male	103	49.8
Female	104	50.2
Total	207	100.0

The balanced distribution reduced the dominance of one gender group in the sample. However, gender differences were not tested because the study focused on the predictive contribution of learning motivation and perceived social support to student engagement.

4.1.2 Instrument Reliability and Descriptive Statistics

Internal consistency was assessed using Cronbach's alpha. The learning motivation scale produced an alpha coefficient of 0.814, perceived social support obtained 0.792, and student

Published by:

engagement obtained 0.811. All coefficients exceeded 0.70, indicating acceptable internal consistency for the three measures.

Table 3. Reliability and Descriptive Statistics

Variable	Items	Cronbach's α	Minimum	Maximum	Mean	SD
Learning motivation	17	0.814	24	64	52.64	6.20
Perceived social support	16	0.792	27	60	45.36	6.22
Student engagement	15	0.811	23	56	42.31	5.89

Learning motivation scores ranged from 24 to 64, with a mean of 52.64. Perceived social support scores ranged from 27 to 60, producing a mean of 45.36, whereas student engagement scores ranged from 23 to 56, with a mean of 42.31. These values indicate meaningful variation among respondents and provide an adequate basis for examining relationships among the variables.

Using the study's score classification, 189 students (91.3%) were categorized as having high learning motivation, while 18 students (8.7%) were categorized as having low learning motivation. Perceived social support was classified as high among 132 students (63.8%) and low among 75 students (36.2%). Student engagement was classified as high among 153 students (73.9%) and low among 54 students (26.1%).

Table 4. Distribution of Variable Categories

Variable	Category	Frequency	Percentage
Learning motivation	Low	18	8.7
	High	189	91.3
Perceived social support	Low	75	36.2
	High	132	63.8
Student engagement	Low	54	26.1
	High	153	73.9

The category results should be interpreted cautiously because the study applied a two-category threshold. They provide a descriptive profile but do not replace the continuous scores used in regression analysis.

4.1.3 Regression Assumption Tests

Diagnostic testing was completed before interpreting the regression coefficients. The residual normality test yielded a Kolmogorov–Smirnov value of 0.042 and a probability of 0.200. Since this result was above the .05 criterion, the residuals were considered sufficiently consistent with a normal distribution.

The two predictor variables each produced a tolerance score of 0.854 and a variance inflation factor of 1.171. These results showed that the predictors did not overlap to a degree that would threaten coefficient estimation. The functional form of the relationships was also supported by the linearity analysis. The deviation-from-linearity probabilities were 0.099 for learning motivation and 0.665 for perceived social support, indicating that neither predictor showed a statistically significant departure from linearity with student engagement.

Table 5. Summary of Regression Assumption Tests

Assumption	Indicator	Result	Decision
Residual normality	Kolmogorov–Smirnov	0.200	Satisfied

		significance		
Multicollinearity: learning motivation		Tolerance / VIF	0.854 / 1.171	Not indicated
Multicollinearity: perceived social support		Tolerance / VIF	0.854 / 1.171	Not indicated
Linearity: learning motivation		Deviation from linearity	0.099	Linear
Linearity: perceived social support		Deviation from linearity	0.665	Linear
Heteroscedasticity		Residual scatterplot	No systematic pattern	Not indicated

The residual plot did not reveal a recurring structure, widening spread, or cone-like formation. This pattern indicates that the dispersion of prediction errors remained reasonably stable across the range of fitted scores. On that basis, the homoscedasticity requirement was considered acceptable, allowing the regression analysis to proceed.

4.1.4 Multiple Linear Regression

A multiple regression model was then estimated to determine how much learning motivation and perceived social support contributed to student engagement, while holding the other predictor constant. The analysis also assessed their combined explanatory contribution. The unstandardized coefficients produced the following prediction equation:

$$SE=0.812+0.469LM+0.371PSS$$

In this formulation, (SE) is the predicted student engagement score, (LM) denotes learning motivation, and (PSS) denotes perceived social support. The intercept was retained in the prediction equation but was not substantively interpreted because a score of zero fell outside the observed range of both predictors.

Table 6. Multiple Linear Regression Predicting Student Engagement

Predictor	B	SE	β	t	p
Constant	0.812	2.673	—	0.304	0.762
Learning motivation	0.469	0.049	0.494	9.653	<0.001
Perceived social support	0.371	0.048	0.391	7.655	<0.001

Learning motivation remained positively associated with student engagement after perceived social support was statistically controlled. Specifically, every additional point in the motivation score corresponded to an estimated increase of 0.469 points in engagement. Perceived social support also remained independently related to the outcome; with learning motivation held constant, a one-point rise in perceived support was linked to an estimated 0.371-point increase in engagement. The comparison of standardized coefficients showed that learning motivation contributed more strongly than perceived social support in the same model.

At the model level, the two predictors jointly produced a statistically significant regression equation ($F(2,204) = 125.420$), ($p < .001$). The multiple correlation reached 0.743, while the coefficient of determination was ($R^2 = 0.551$) and the adjusted value was (0.547). These results indicate that the model accounted for 55.1% of the variation in student engagement. The remaining 44.9% reflects the contribution of other influences that were not represented in the present analysis.

Table 7. Regression Model Summary

Published by:

R	R²	Adjusted R²	Standard Error	F	df	p
0.743	0.551	0.547	3.964	125.420	2, 204	<0.001

4.2 Discussion

4.2.1 Descriptive Profile of the Study Variables

The descriptive findings showed that most respondents were categorized as having high learning motivation, perceived social support, and student engagement. This pattern differs from the preliminary interviews and observations, which identified lateness, delayed assignments, boredom, rule violations, and mobile-phone use among some students. The difference suggests that visible behavioral problems did not necessarily characterize the entire ninth-grade population. Students who occasionally displayed disengaged behavior may still have retained a broader sense of academic purpose, social support, or attachment to school.

The difference may also reflect the multidimensional nature of student engagement. A student can experience boredom during a particular lesson while still attending school, completing other tasks, or recognizing the importance of education. Likewise, motivation can include both controlled and autonomous reasons. Ninth-grade students may complain about academic pressure, yet still study because they understand the importance of graduation and future educational choices. The results should therefore not be interpreted as evidence that disengagement was absent, but rather that engagement levels varied and that the more visible cases did not represent all students.

The high descriptive classifications should also be treated cautiously because the study used only two categories. A broad high category can combine students with moderately positive scores and those with very strong scores. For this reason, the regression analysis based on continuous scores provides a more informative account of how motivation and social support were associated with engagement.

4.2.2 Learning Motivation and Student Engagement

Learning motivation significantly predicted student engagement, with the largest standardized coefficient in the model. This finding is consistent with Self-Determination Theory, which explains that students are more likely to sustain academic behavior when they recognize its personal value or experience genuine interest in learning ([Ryan and Deci, 2020](#); [Ryan & Connell, 1989](#)). Motivation provides direction for behavior and supports the persistence needed to complete assignments, remain attentive, and apply cognitive strategies.

The finding also supports [Howard et al. \(2021\)](#), who reported that autonomous motivation is associated with adaptive academic outcomes and stronger engagement. Among ninth-grade students, the immediate relevance of graduation and the transition to senior secondary education may strengthen identified regulations. Students may remain engaged because they see learning as instrumental to future educational opportunities, even when not every task is intrinsically enjoyable.

This result is also consistent with [Diastama and Dewi \(2021\)](#) and [Wiastra et al. \(2025\)](#), who identified positive relationships between motivation and student involvement across different learning contexts. The present study extends those findings by showing that learning motivation remained a significant predictor after perceived social support was statistically controlled. Its larger standardized coefficient suggests that motivation was more closely linked to students' daily investment in school activities.

Evidence from organizational studies has similarly associated motivation with commitment, discipline, and sustained goal-directed behavior ([Alqorni et al., 2025](#); [Indriyani et al., 2025](#); [Pratama & Siddiq, 2024](#); [Shefani & Jaya, 2024](#)). Although those studies involved employees rather than students, they reinforce the broader role of motivation in maintaining purposeful action. In education, however, the result should be understood through the regulation of learning rather than workplace performance.

4.2.3 Perceived Social Support and Student Engagement

Perceived social support remained a significant positive predictor of student engagement after learning motivation was taken into account. Students who felt that care, advice, recognition, and concrete help were available from people around them generally reported greater involvement in school activities. This pattern supports the functional view of social support, which separates assistance into emotional, informational, appraisal, and instrumental forms ([Malecki & Demaray, 2002](#)).

These forms of support may promote engagement through different pathways. Feeling accepted can strengthen attachment to school, while access to advice can help students manage academic problems more effectively. Recognition and constructive evaluation may reinforce the value of their efforts, whereas tangible assistance can reduce obstacles to participation. When students perceive these resources as dependable, they may be more inclined to seek clarification, contribute during lessons, and continue working when academic demands become challenging.

The present finding is in line with [Mayanti et al. \(2022\)](#), who showed that peer support was associated with stronger student engagement, and with [Firdaus and Fikri \(2025\)](#), who identified a positive link between perceived social support and engagement among junior high school students. It also corresponds with studies connecting perceived support to adolescent mental well-being and emotion regulation ([Ekanesia et al., 2024](#); [Wahdah & Akbar, 2025](#)). These psychological benefits are relevant because students who feel secure and are better able to manage distress may be less likely to distance themselves from learning activities.

Although perceived social support produced a smaller standardized coefficient than learning motivation, its contribution remained meaningful. This result implies that supportive relationships may not automatically create academic involvement, but they can provide the security, guidance, and practical resources needed to sustain students' willingness to learn. In this sense, social support functions as a reinforcing condition that helps motivation translate into continued participation.

4.2.4 Combined Contribution to Student Engagement

Learning motivation and perceived social support jointly explained 55.1% of the variance in student engagement. This level of explanatory power indicates that student engagement is meaningfully associated with both internal regulation and external relational resources. Motivation supplies direction and energy, whereas social support helps students manage pressure and remain connected to school. The findings therefore support the conceptual framework that positioned both variables as complementary predictors.

The larger coefficient for learning motivation suggests that internal regulation was the more proximal predictor of engagement in this sample. Completing assignments, sustaining attention, and applying learning strategies require students to translate goals into action. Perceived social support may strengthen this process, but support does not automatically produce engagement when students do not recognize the value of learning. This interpretation

is plausible but should be treated as a theoretical explanation rather than a directly tested mediation mechanism.

The unexplained variance of 44.9% indicates that engagement also depends on other factors. These may include self-efficacy, academic stress, classroom climate, teaching quality, peer norms, family functioning, digital distraction, school belonging, and achievement goals. The quality of the school environment and teachers' working conditions may also influence the consistency of support and instruction available to students ([Nurfaijah & Gumilar, 2024](#)).

Practically, the findings indicate that schools should not rely solely on discipline or external rewards. Engagement-oriented programs should help students understand the relevance of learning, strengthen autonomous motivation, and provide accessible support from teachers, counselors, peers, and parents. For ninth-grade students, such support may be integrated with transition planning, academic counseling, constructive feedback, and early identification of students whose participation begins to decline.

5. Conclusion

The findings show that differences in student engagement were meaningfully related to both learning motivation and perceived social support. Of the two predictors, learning motivation displayed the larger contribution, indicating that students' willingness to invest effort, persist with academic demands, and view learning as personally worthwhile was closely linked to their participation, emotional attachment, and cognitive involvement at school. Perceived social support also remained influential, as students tended to be more engaged when they felt that encouragement, guidance, recognition, and practical help were available from significant people in their environment. Together, these two factors accounted for 55.1% of the variation in engagement, highlighting the importance of combining personal motivational resources with supportive social conditions.

These results suggest that schools should not depend exclusively on sanctions, compliance, or reward-based strategies to increase participation. Greater attention should be given to helping students connect schoolwork with future goals, experience an appropriate degree of choice, and receive feedback that strengthens their sense of competence. At the same time, support from teachers, counselors, parents, and peers needs to remain accessible in emotional, informational, appraisal, and practical forms, particularly for students facing academic strain or preparing for educational transition. An integrated approach that develops motivation while reinforcing the surrounding support system is therefore more likely to maintain engagement over time.

The conclusions should nevertheless be interpreted within several boundaries. Because the data were collected at one point in time, the direction of influence cannot be confirmed. The exclusive reliance on self-report responses may also have introduced subjectivity, and the use of one school limits the extent to which the results can be generalized. Moreover, the motivation score combined controlled and autonomous forms of regulation, even though these forms may operate differently. Subsequent studies should separate these motivational profiles, employ longitudinal or mixed-method designs, include participants from several schools, and test additional influences such as self-efficacy, classroom climate, academic stress, teacher support, peer expectations, and digital distraction.

References

Published by:

- Alqorni, M. Z. W., Ismail, G. D., Rahmi, P. P., Mubarak, D. A. A., Helinawati, E., & Ali, M. M. (2025). Pengaruh kepuasan, motivasi, dan disiplin kerja terhadap kinerja karyawan di PT Papyrus Sakti Paper Mill Divisi PM 2 di Kabupaten Bandung. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(2), 7791–7802. <https://doi.org/10.31004/riggs.v4i2.1792>
- Bernadus, B., & Prasetyaningtyas, S. (2024). *Memimpin melalui perubahan dan disruptsi: Strategi dan keterampilan untuk bertahan di dunia yang berubah dengan cepat*. Deepublish.
- Deci, E. L., Hodges, R., Pierson, L., & Tomassone, J. (1992). Autonomy and competence as motivational factors in students with learning disabilities and emotional handicaps. *Journal of Learning Disabilities*, 25(7), 457–471. <https://doi.org/10.1177/002221949202500706>
- Diastama, C., & Dewi, D. K. (2021). Hubungan antara student engagement dengan motivasi belajar selama pembelajaran jarak jauh siswa SMA X. *Character: Jurnal Penelitian Psikologi*, 8(6), 127–136. <https://doi.org/10.26740/cjpp.v8i6.41522>
- Ekanesia, P., Akbar, R. F., & Sastri, P. D. (2024). Profil perceived social support dan hubungannya dengan kesehatan mental remaja di Kota Makassar. *Jurnal Psikologi: Media Ilmiah Psikologi*, 22(1). <https://doi.org/10.47007/jpsi.v22i01.361>
- Firdaus, N. A. F., & Fikri, A. (2025). Hubungan antara perceived social support dan school burnout dengan student engagement pada siswa-siswi SMP X. *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi*, 5(4). <https://doi.org/10.59818/jpi.v5i4.1792>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Howard, J. L., Bureau, J. S., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science*, 16(6), 1300–1323. <https://doi.org/10.1177/1745691620966789>
- Indriyani, E., Recky, R., Surjaatmadja, S., & Nuradina, K. (2025). Pengaruh motivasi kerja, kompensasi kerja, dan lingkungan kerja fisik terhadap komitmen organisasi karyawan PKWT PT Puri Makmur Lestari. *Jurnal Economica: Media Komunikasi ISEI Riau*, 13(1), 158–166. <https://ejournal.iseiriau.or.id/index.php/economica/article/view/376>
- Lakey, B., & Orehek, E. (2011). Relational regulation theory: A new approach to explain the link between perceived social support and mental health. *Psychological Review*, 118(3), 482–495. <https://doi.org/10.1037/a0023477>

- Malecki, C. K., & Demaray, M. K. (2002). Measuring perceived social support: Development of the Child and Adolescent Social Support Scale. *Psychology in the Schools*, 39(1), 1–18. <https://doi.org/10.1002/pits.10004>
- Mayanti, N., Riffani, R., & Akmal, N. (2022). Kontribusi dukungan sosial teman sebaya terhadap keterlibatan siswa (*student engagement*) di SMAN 1 Kabupaten Pangkep. *Hybrid: Jurnal Pendidikan dan Pembelajaran Sains*, 1(2), 1–7. <https://doi.org/10.51574/hybrid.v1i2.683>
- Nurfaijah, P. D., & Gumilar, D. (2024). The effect of job satisfaction and physical work environment on teacher performance of SMK Angkasa Lanud Husein Sastranegara Bandung. *Dinasti International Journal of Digital Business Management*, 5(2), 233–241. <https://doi.org/10.31933/dijdbm.v5i2.2293>
- Pramisjayanti, D., & Khoirunnisa, R. N. (2022). Hubungan antara self-efficacy dengan student engagement pada siswa SMP X kelas VIII selama masa pandemi COVID-19. *Character: Jurnal Penelitian Psikologi*, 9(1), 46–55. <https://doi.org/10.26740/cjpp.v9i1.44709>
- Pratama, D. O., & Siddiq, A. M. (2024). Pengaruh motivasi, komunikasi, dan kepemimpinan terhadap kepuasan kerja karyawan perusahaan penerbangan. *Jiip: Jurnal Ilmiah Ilmu Pendidikan*, 7(2), 1134–1139. <https://doi.org/10.54371/jiip.v7i2.3751>
- Ramadhani, M. N., & Purwono, U. (2023). School Engagement Measure instrument adaptation. *Journal Research of Social Science, Economics and Management*, 2(8), 1652–1660. <https://doi.org/10.59141/jrssem.v2i08.403>
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57(5), 749–761. <https://doi.org/10.1037/0022-3514.57.5.749>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, Article 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Santrock, J. W. (2023). *Adolescence* (18th ed.). McGraw-Hill.
- Sastri, P. D. (2022). The academic procrastination in students and how to overcome it. *Journal of Business and Management INABA*, 1(2), 89–96. <https://doi.org/10.56956/jbmi.v1i02.118>
- Shefani, A. N., & Jaya, R. C. (2024). Pengaruh pelatihan kerja, motivasi kerja, dan komunikasi terhadap kinerja pegawai ASN jabatan fungsional Dinas Ketahanan Pangan dan Pertanian Kota Bandung. *Jurnal Ekonomi Bisnis, Manajemen dan Akuntansi*, 4(2), 862–872. <https://doi.org/10.47709/jebma.v4i2.4013>
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, 52(2), 145–161. <https://doi.org/10.1177/0022146510395592>

- Wahdah, N. S., & Akbar, R. F. (2025). Pengaruh adverse childhood experiences dan perceived social support terhadap regulasi emosi remaja pelaku self-injury di Sekolah Menengah Atas X di Kota Bandung. *Jurnal Psikologi Insight*, 9(1), 57–70. <https://doi.org/10.17509/insight.v9i1.82923>
- Wang, M.-T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12–23. <https://doi.org/10.1016/j.learninstruc.2013.04.002>
- Wang, M.-T., & Fredricks, J. A. (2014). The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child Development*, 85(2), 722–737. <https://doi.org/10.1111/cdev.12138>
- Wiastra, I. G. G., Marhaeni, I. G. A. A. N. D., Dewi, N. P. A. K. S., & Dewi, N. W. D. P. (2025). Hubungan motivasi belajar dan keterlibatan siswa dalam pembelajaran berbasis pos refleksi. *JlIP: Jurnal Ilmiah Ilmu Pendidikan*, 8(11), 12351–12357. <https://doi.org/10.54371/jiip.v8i11.9644>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)

