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Nama Jurnal/Penerbit	:Psikis: Jurnal Psikologi Islami, Vol 10 No 1, 2024, 175-185
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Academic Motivation as a Mediator of Social Support and Achievement Orientation: Case of Muslim High School in Indonesia

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ABSTRACT

The study of academic motivation is essential in understanding how various factors contribute to students' educational achievements and overall well-being. This research explored the relationship between academic motivation and the mediation effects of social support on achievement orientation. Specifically, it examined how these factors interrelates and supports each other in the context of high school students. The sample for this study consisted of 225 high school students selected through convenient and cross-sectional sampling techniques. The instruments utilized included Academic Motivation Scale (AMS) for assessing academic motivation, the Multidimensional Scale of Perceived Social Support (MSPSS) for evaluating social support, and the Achievement Goal Orientation Scale for measuring achievement orientation. To analyze the data, several statistical techniques were employed. Descriptive statistics were used to summarize the data, and Pearson correlation was applied to determine the relationships between social support and the dimensions of academic motivation. To measure the reliability of the scales, Cronbach's alpha was calculated. Additionally, regression analysis was conducted to examine the effects of social support on academic motivation and achievement goals. The findings revealed that there was no significant direct effect of social support on students' mastery and performance goal orientations. However, in terms of indirect effects, family support was found to influence academic motivation, which in turn affects achievement orientation.

INTRODUCTION

The theory of the achievement goal orientation framework fundamentally consists of two primary goals: mastery orientation and performance orientation (Schunk et al., 2014). However, there are variations in terminology and additional dimensions suggested by other researchers, for example, Anderman and Patrick (2012) refer to these as learning and performance orientations. Additionally, Hulleman et al. (2010) propose more than two approaches, including mastery orientation, mastery-avoidance, performance, and performance-avoidance. Students adopting a mastery orientation focus on understanding the subject matter, overcoming challenges, and enhancing their competence in various aspects of learning. In contrast, mastery-avoidance-oriented students concentrate on avoiding the loss of skills and competence.

Students pursuing achievement with a performance approach aim to demonstrate their abilities relative to others or to validate their self-worth publicly. Conversely, students with a performance-avoidance approach strive to avoid being perceived as incompetent by their peers (Senko et al., 2011). Despite these distinctions, the debate over which orientation is superior remains unresolved (Hulleman et al., 2010).



All these orientations are closely tied to the underlying motivation in students, as motivation is significantly linked to achievement (Ryan & Deci, 2017). Motivation can be categorized into external and internal types (Ryan & Deci, 2020), both of which are integral components of the self-determination theory (Deci & Ryan, 2012). Internal motivation is the most potent form of motivation, effectively explaining why individuals act and behave in certain ways (Ryan & Deci, 2020). Conversely, behaviors driven by external motivation tend to be less robust, are usually short-lived, and do not adequately explain persistent behavior over extended periods (Wentzel & Muenks, 2016).

Related to academic motivation, not all students are able to live the academic year well, there are many obstacles in academics such as stress and procrastination (Puspita & Kumalasari, 2022) because they are in the range of high school education and they are still in the stage of psychological development so that social support is needed in this time to be able to adjust (Zalika & Rusmawati, 2022) then social support can also reduce anxiety in children (Pasaribu & Bowo, 2022). However, current research in Indonesia has not found clearly how social support contributes to mastery or performance orientation and is limited to explaining that social support contributes to achievement motivation (Saputra & Daliman, 2021) while promoting achievement with an orientation towards adolescents requires social support (Saputra & Daliman, 2021; Lakshmi & Arora, 2006).

Achievement goal orientation is needed because it increases academic abilities (Alhadabi & Karpinski, 2020) on the basis of academic interests so that social support is needed to increase adolescent academic motivation (Budiarto & Setiowati, 2021) and even that also happens to children (Salsabila & Muammaroh, 2022). Conducting this research in a Muslim high school is particularly urgent due to the unique cultural and social dynamics within these institutions. Muslim high schools in Indonesia often emphasize religious and moral education alongside academic instruction, creating a distinct environment that can influence students' motivation and achievement orientations. Understanding these influences is critical for developing effective educational strategies that cater to the specific needs of students in these settings.

The novelty of this study lies in its examination of the mediating role of academic motivation between social support and achievement orientation within the context of a Muslim high school. Previous research has extensively studied these variables independently, but few have explored their interconnectedness in a specific cultural and religious educational setting. This study aimed to fill this gap by analyzing how academic motivation serves as a bridge between the social support students receive and their subsequent achievement orientations, providing new insights into the dynamics of motivation and achievement in a unique educational context.

Since the framework of mastery and performance orientations is central to this study, with mastery being considered superior to performance (Putri & Saleh, 2020), the focus of this research is to investigate whether academic motivation, which comprises both internal and external motivation, can mediate the relationship between social support and achievement orientation. Social support is examined in terms of support from family, friends, and significant others. The specific research question addressed is: Can academic motivation mediate the relationship between social support (from family, friends, and significant others) and achievement orientation (using both mastery and performance approaches)? This research question aligns with the hypothesis that social support contributes to achievement orientation through the mediation of academic motivation. Essentially, we hypothesize that the support received from family, friends, and significant others influences students' achievement orientation by enhancing their academic motivation, whether it is internally or externally driven.

METHODS

Procedure

This research was conducted at a high school in Galang, Deli Serdang area. After the school agreed, the university sent the permit letter. Then, the research was conducted and data collection was carried out by using cross sectional timing. The information about the research had been explained

on the day before the scale distribution. The participants of the research were collected by using a non-probability technique. Starting from morning to evening, classes have been predetermined by the school so the implementation of the research did not disturb the class hours of each active class. Then, the scale was distributed to each student in the predetermined classes.

Participant

The sample for this study consisted of 225 high school students selected through convenient and cross-sectional sampling techniques. The samples participating in this study were students (n=299) and the outlier data was dropped (n=74) so those participating in the next analysis were (n=225) with age demographics (Mage=16.8, SDage=0.67) male (n = 82.36%) and women (n = 143.64%).

Table 1. Demographic Sample

	Frequency	Percent
Gender		
Men	82	36.444
Women	143	63.556
Birth order		
First child	89	39.556
Middle child	71	31.556
Last child	65	28.889
Grade		
XI Class	119	52.889
XII Class	106	47.111
Seat		
Front	58	25.778
Middle	105	46.667
Back	62	27.556
Majors		
Science	134	59.556
Social	91	40.444
Age		
16	77	34.222
17	116	51.556
18	32	14.222

Measurement

This study employed several scales to assess academic motivation, achievement goal orientation, and perceived social support. Academic motivation is evaluated using the Academic Motivation Scale (AMS) – short version, utilizing a 6-point Likert scale. The scale, adapted by Natalya (2018), measures three sub-dimensions of motivation: intrinsic motivation with 7 items, extrinsic motivation with 6 items, and amotivation with 2 items. Achievement goal orientation is measured using the Achievement Goal Orientation Scale, which utilizes a 5-point Likert scale. Adapted by Jamaludin (2019), this scale comprises two main approaches: mastery orientation with 11 items and performance orientation with 10 items. Additionally, perceived social support is assessed using a multidimensional scale with a 7-point Likert scale, adapted by Sulistiani et al. (2022). This scale includes three dimensions: family support (4 items), friendship support (4 items), and significant other support (4 items). Each dimension is measured by a single positively formulated item.

RESULTS

The empirical results of this study explained that students have the greatest social support from their families, followed by the support of other people they consider important in their lives,

while support from friends is the lowest in this study. Internal academic motivation is higher for students than external and orientation in achieving achievement through mastery is more dominant than performance. Overall, the measuring tools used are consistent to see the construct to be measured.

Table 2. Descriptive Statistics

	M	SD	S	SES	K	SEK	α
Social support							
Family	22.4	3.641	-0.578	0.162	-0.344	0.323	.70
Friend	20.47	4.44	-0.517	0.162	-0.153	0.323	.83
Significant others	22.34	4.205	-0.757	0.162	-0.106	0.323	.84
Academic motivation							
Intrinsic Motivation	34.2	3.23	-0.172	0.162	0.023	0.323	.61
Extrinsic Motivation	30.72	3.08	-0.192	0.162	-0.597	0.323	.55
Amotivation	5.076	2.411	0.684	0.162	0.163	0.323	.42
Achievement goal							
Performance	29.4	4.777	0.099	0.162	-0.224	0.323	.86
Mastery	34.24	3.966	0.344	0.162	-0.292	0.323	.82

M= Mean, SD= Std. Deviation, S= Skewness, SES= Std. Error of Skewness, K= Kurtosis, SEK= Std. Error of Kurtosis, α = Cronbach's α

In the correlation results, it was detected that there were more variables that were significantly correlated based on female gender than male, there were around 9 significant relationships between variables occurred based on female gender while there were around 5 significant relationships occurred based on male gender. Furthermore, the birth order of the first child had the most correlation between variables with 9 significant relationships, followed by the middle child with 7 significant relationships and the last child with only one significant relationship. Then for social majors there were 9 significant relationships and for science majors there were 5 significant correlations. The greatest correlation of all occurred in intrinsic motivation with mastery orientation with the lowest correlation magnitude (0.41) seen based on male and middle child up to the largest correlation value ($r=0.48$) seen based on the birth order from the first child.

From the relationship that occurred in each of the sub dimensions in the construct, it was quite surprising that family support was completely unrelated to motivation and performance orientation seen by gender, birth order and majors in school. Then the support from friends was also not related at all based on gender variables, birth order and majors at school. Similarly, support from significant others with motivation was completely unrelated based on the demographic data. Furthermore, the relationship between internal motivation and mastery was recorded as the only construct that had a positive relationship with all variables of gender, birth order and majors at school. Meanwhile, amotivation is the opposite, where there is no relationship between amotivation and performance orientation and mastery based on all variables from gender, birth order and school majors.

Table 3. Correlations Variable

		Overall	Men	Women	First	Middle	Last	Science	Social
Fa	Inmo	0.31***	0.113	0.425***	0.405***	0.338**	0.159	0.279**	0.366***
	Exmo	0.189**	0.214	0.176*	0.09	0.288*	0.188	0.215*	0.155
	Amo	0.016	0.036	0.002	0.021	-0.029	0.003	0.024	0.007
	Perfo	0.082	0.063	0.085	0.175	0.028	-0.016	0.012	0.172
	Mas	0.205**	0.029	0.303***	0.229*	0.313**	0.046	0.152	0.276**
Fri	Inmo	0.123	-0.017	0.215**	0.415***	-0.024	-0.118	0.094	0.174
	Exmo	0.108	0.055	0.143	0.277**	-0.007	0.008	0.164	0.026
	Amo	0.13	0.248*	0.041	0.078	0.162	0.148	0.107	0.164
	Perfo	0.13	0.19	0.068	0.125	0.053	0.212	0.163	0.085
	Mas	0.138*	0.223*	0.074	0.238*	0.074	0.101	0.084	0.213*
SO	Inmo	0.177**	0.129	0.206*	0.329**	0.009	0.122	0.077	0.352***
	Exmo	0.142*	-0.003	0.223**	0.148	0.138	0.124	0.132	0.156
	Amo	0.087	0.156	0.041	0.104	-0.044	0.179	0.162	-0.024

	Perfo	0.138*	0.167	0.113	0.158	0.05	0.176	0.119	0.167
	Mas	0.187**	0.287**	0.126	0.309**	0.2	0.022	0.119	0.284**
Inmo	Perfo	0.133*	0.212	0.082	0.136	0.263*	-0.021	0.065	0.241*
	Mas	0.44***	0.41***	0.46***	0.48***	0.41***	0.43***	0.43***	0.47***
Exmo	Perfo	0.217**	0.293**	0.169*	0.248*	0.383***	-0.057	0.184*	0.265*
	Mas	0.23***	0.101	0.314***	0.281**	0.271*	0.094	0.236**	0.229*
Amo	Perfo	0.109	0.158	0.066	0.187	-0.053	0.164	0.167	0.024
	Mas	0.02	-0.006	0.036	-0.049	0.038	0.052	-0.041	0.09

Fa= Family, Fri= Friend, SO= significant other, Inmo= Intrinsic Motivation, Exmo= Extrinsic Motivation, Amo= Amotivation, Perfo= performance, Mas= Mastery, * p< .05, ** p< .01, *** p< .001

The next analysis was a mediation analysis consisting of explanations of direct, indirect, total direct, and total indirect effects. In the explanation of the direct effect there was no significant direct contribution from the support of family, friends and significant others with a performance or mastery orientation for students. Meanwhile, from the indirect effect analysis, a surprising thing happened because only family support through internal motivation with a mastery orientation contributed significantly.

Table 4. Parameter Estimates

		Estimate	Std. Error	z	p	95% CI
Direct effects						
Fa	Perfo	-0.002	0.02	-0.11	0.91	-0.041-0.036
Fri		0.014	0.017	0.86	0.39	-0.018-0.047
SO		0.017	0.017	0.954	0.34	-0.017-0.051
Fa	Mas	0.011	0.018	0.614	0.54	-0.025-0.047
Fri		0.007	0.015	0.485	0.63	-0.023-0.038
SO		0.02	0.016	1.243	0.21	-0.012-0.051
Indirect effects						
Fa	Inmo	0.003	0.006	0.473	0.64	-0.009-0.014
	Exmo	0.008	0.005	1.709	0.087	-0.001-0.018
	Amo	-0.001	0.002	-0.492	0.62	-0.005-0.003
Fri	Inmo	-1.042×10 ⁻⁴	6.139×10 ⁻⁴	-0.17	0.87	-0.001-0.001
	Exmo	8.194×10 ⁻⁴	0.003	0.255	0.78	-0.005-0.007
	Amo	0.003	0.003	1.145	0.25	-0.002-0.008
SO	Inmo	8.171×10 ⁻⁴	0.002	0.449	0.65	-0.003-0.004
	Exmo	0.004	0.004	1.071	0.28	-0.003-0.011
	Amo	0.001	0.002	0.553	0.58	-0.003-0.005
Fa	Inmo	0.031	0.009	3.386	< .001	0.013-0.049
	Exmo	0.001	0.003	0.507	0.61	-0.004-0.007
	Amo	-2.510×10 ⁻⁴	7.756×10 ⁻⁴	-0.324	0.75	-0.002-0.001
Fri	Inmo	-0.001	0.006	-0.182	0.86	-0.014-0.011
	Exmo	1.488×10 ⁻⁴	6.469×10 ⁻⁴	0.23	0.82	-0.001-0.001
	Amo	6.866×10 ⁻⁴	0.002	0.402	0.69	-0.003-0.004
SO	Inmo	0.009	0.007	1.325	0.19	-0.004-0.023
	Exmo	7.111×10 ⁻⁴	0.001	0.476	0.63	-0.002-0.004
	Amo	2.609×10 ⁻⁴	7.688×10 ⁻⁴	0.339	0.73	-0.001-0.002

Fa= Family, Fri= Friend, SO= significant other, Inmo= Intrinsic Motivation, Exmo= Extrinsic Motivation, Amo= Amotivation, Perfo= performance, Mas= Mastery

Furthermore, for the results of six total direct analysis, it was found that only one contributed significantly, namely family support for mastery orientation (p=0.024) with a 95% confidence interval. Similarly, with the total indirect effect analysis, the same thing happens, where there was a significant contribution from family support to mastery orientation, and there was no other significant contribution except only in that part.

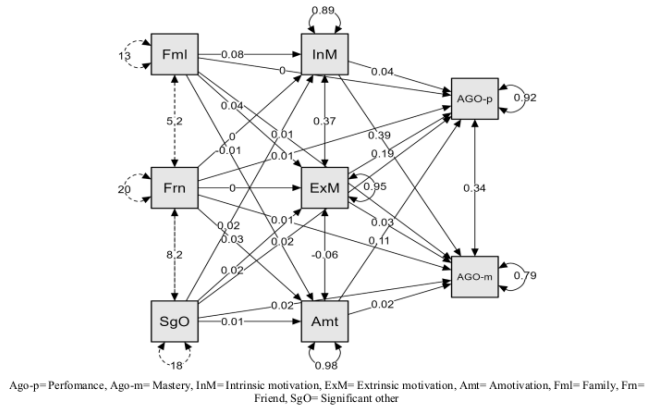


Figure 1. Path Plot

Meanwhile, for the results of the path coefficients of the 21 analysis that occurred, there was a significant path detected, but this was also in line with the previous analysis where only two paths contributed significantly, namely internal motivation to mastery orientation, then the second path contributed significantly to family support towards intrinsic motivation. However, the greatest loading was reported on the internal motivation path towards mastery orientation with an estimated magnitude of 0.40 ($p < 0.001$) while the family support path towards intrinsic motivation had an estimated magnitude of 0.078 ($p < 0.001$). The biggest Coefficient of determination is in mastery orientation ($R^2 = .209$), followed by intrinsic motivation ($R^2 = .104$).

DISCUSSION

In general, academic success and academic motivation differ based on the individual differences themselves (Anwar et al., 2022) such as based on gender, where women have higher academic motivation than men and this also happened in the 10 previous articles that have been reviewed based on the review literature (Yani & Aulia, 2020) that individual differences will also produce different results. On the other hand, the results of recent research explain that research based on birth order should be carried out in Indonesia because it has cultural diversity of people, so research should not only be conducted on participants with a western background (Botzet et al., 2021). The results of a significant correlation in children firstly explained that there is a difference between the first child aged 9-10 years which cause a lot of problems (Fukuya et al., 2021) with the first child who is a teenager because teenagers who are born as the first child have higher intelligence and self-reported intelligence (Damian & Roberts, 2015). Then in general the first child has higher divergent thinking than the last child (Alabbasi et al., 2021) so that the latest research results can support the results in this study that internal motivation is strongly related to mastery orientation in first child participants.

From an Islamic perspective, the correlation between academic motivation and achievement orientation can be intricately connected with the principles and lessons of Islam, which underscore the significance of knowledge ('ilm), perseverance, and personal development. The quest for knowledge is viewed as a form of worship, and it is promoted as a pathway to attaining both spiritual and worldly prosperity. The Quran and Hadith emphasize the importance of acquiring knowledge, as illustrated by the Hadith, "Seeking knowledge is an obligation upon every Muslim" (Ibn Majah).

³ The results of this study explained that family support is statistically proven to have a direct role in increasing student academic motivation but has not been proven to have a direct role in increasing mastery orientation and performance. Current research also explains the same thing, family support positively contributes to student academic motivation (Aimi et al., 2022; Puspitasari, 2021; Rizki & Sulastri, 2021) especially with early childhood, that family support is the main thing to improve their academic motivation (Rakhmaniar, 2021). Although peer support correlates with academic motivation (Uyun, 2022), peer support in this study has the smallest average value compared to family and significant others.

This means that large family support always occurs when students experience problems or difficulties in academics, this support will increase students' academic motivation as well. These results also explained that intrinsic motivation helps students complete the stages in learning and can develop themselves to become independent. The family plays a role and contributes in accompanying and giving instructions to children to be able to complete their developmental tasks as well as the learning obstacles they experience during the academic year or during the teaching and learning process. Therefore, family assistance can certainly provide an increase in students' academic motivation, so they can see how they choose to excel, whether by means of mastery or performance.

In circumstances where the majority of individuals adhere to the Muslim faith, such as the observed Muslim educational institution, the influence of family and societal backing plays a pivotal role in molding the academic drive and goal-setting of students. The Islamic societal norms place great importance on familial principles and communal assistance, recognizing them as fundamental elements for individual growth and accomplishment. This cultural accentuation is in accordance with research that highlights the significant contribution of family support to students' inherent motivation, consequently amplifying their pursuit of mastery, for example, Supriyadi (2022) demonstrated that the provision of family support within a Muslim school environment in Indonesia substantially heightened students' inherent motivation, a factor deemed critical for their academic progress.

³⁰ Recent research also explains that motivation is in line with achievement (Afdhal et al., 2020) and the results of the path analysis in this study explained that external motivation or encouragement from outside the student's self has contributed to students' focus with the performance approach. Encouragement from outside individuals is felt to be in line with a performance orientation because those with this orientation focus on showing better abilities than others and learning behavior is only to seek value, especially the highest value and their tendency to carry out strategies to avoid bad grades, tends to cheat with a lot of ways, and lack of cooperation with other friends (Jamaludin, 2019). These results are in line with recent research which explains that performance-oriented behavior is indeed not in line with effort and persistence (Goagoses et al., 2021) because effort and persistence only come from a mastery orientation.

The results in this study explained that the support of family, friends and significant others for mastery orientation and performance through students' academic motivation has nothing at all except for only one path which was reported to have a significant contribution, namely the presence of family support will form a mastery orientation with the presence of students' internal motivation. In simple terms, students who are motivated from within themselves will receive good support from their families, which in turn will encourage children to have goals of achieving in school with a mastery approach. Statistically, there is perfect mediation between family support and mastery orientation through internal motivation because direct family support does not shape children to excel with mastery orientation. So, the presence of motivation from within students really determines the effect of family support on students' mastery orientation.

In line with current research, academic motivation will be felt lacking without support from family because students in their academic year often experience difficulties in the academic process at school so that the role of the family is indeed needed to increase the motivation that has been there so far (Lutfiwati, 2020) because students those who are stressed certainly will not be motivated in their academics (Gunadi et al., 2023) but family support has not had an effect on the formation of mastery orientation without encouragement from within the students themselves. Mastery certainly

has differences with performance, but students who choose achievement with a mastery orientation feel better than students who choose achievement with a performance orientation because mastery orientation is reported to have a positive effect on student happiness (Ariani, 2022) and those who are oriented towards mastery have higher abilities, adaptation to their motivation (Tuominen et al., 2020).

Recent studies provide evidence for the significance of familial and communal assistance in enriching academic drive within the framework of Islamic schooling. Supriyadi's (2022) investigation at an Islamic secondary institution in Indonesia demonstrated that familial encouragement plays a crucial role in fostering students' inherent drive, consequently bolstering their pursuit of mastery. This discovery resonates with the Islamic tradition's focus on the family unit as a pillar of support and direction. Additionally, the comprehensive methodology of Islamic pedagogy, which merges religious teachings with academic instruction, has the potential to cultivate a deeper sense of resolve and incentive among learners. By intertwining Quranic teachings with contemporary scientific knowledge, a harmonious and stimulating educational setting can be established, aligning with students' spiritual and intellectual ambitions. A meta-analysis conducted by Quilez-Robres et al. (2021) underscores the considerable influence of motivational, affective, and communal elements on scholastic accomplishments, underscoring the significance of inherent drive and familial reinforcement in educational environments. These findings are consistent with the conclusions drawn by Frumos et al. (2023), who observed that positive emotional and motivational aspects play a pivotal role in mediating the correlation between goal orientation and academic success.

CONCLUSION

The results of this study have proven the power of motivation from within students because statistically there has been a perfect mediation where every social support does not contribute directly to the orientation for achievement but there will be a contribution through motivation. Specifically, only family support contributes to internal motivation, then only family support contributes to mastery orientation through students' internal motivation. This means that internal motivation plays a significant role in becoming a mediator for the effects of family support on mastery orientation in students. Without internal motivation from students, family support has no meaning at all for the formation of a mastery orientation.

In other studies, it is necessary to find out whether the first child with only child has differences in internal motivation with achievement orientation by means of mastery, because this research is limited to general analysis. Then for achievement research based on the same measuring instrument, it is necessary to further differentiate based on the four recommended sections of the research and it is important to carry out hypothesis testing with a varied and balanced number of demographics or based on a particular culture. Any path analysis that occurs is not based on existing demographic data and then it is important to see based on the moderator's analysis in order to be able to compare the differences between mediation and moderation. It is also possible to do a more complex analysis such as a structural equation model for a broader explanation.

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Academic Motivation as a Mediator of Social Support and Achievement Orientation: Case of Muslim High School in Indonesia

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ABSTRACT

The study of academic motivation is essential in understanding how various factors contribute to students' educational achievements and overall well-being. This research explored the relationship between academic motivation and the mediation effects of social support on achievement orientation. Specifically, it examined how these factors interrelates and supports each other in the context of high school students. The sample for this study consisted of 225 high school students selected through convenient and cross-sectional sampling techniques. The instruments utilized included the Academic Motivation Scale (AMS) for assessing academic motivation, the Multidimensional Scale of Perceived Social Support (MSPSS) for evaluating social support, and the Achievement Goal Orientation Scale for measuring achievement orientation. To analyze the data, several statistical techniques were employed. Descriptive statistics were used to summarize the data, and Pearson correlation was applied to determine the relationships between social support and the dimensions of academic motivation. To measure the reliability of the scales, Cronbach's alpha was calculated. Additionally, regression analysis was conducted to examine the effects of social support on academic motivation and achievement goals. The findings revealed that there was no significant direct effect of social support on students' mastery and performance goal orientations. However, in terms of indirect effects, family support was found to influence academic motivation, which in turn affects achievement orientation.

INTRODUCTION

The theory of the achievement goal orientation framework fundamentally consists of two primary goals: mastery orientation and performance orientation (Schunk et al., 2014). However, there are variations in terminology and additional dimensions suggested by other researchers, for example, Anderman and Patrick (2012) refer to these as learning and performance orientations. Additionally, Hulleman et al. (2010) propose more than two approaches, including mastery orientation, mastery-avoidance, performance, and performance-avoidance. Students adopting a mastery orientation focus on understanding the subject matter, overcoming challenges, and enhancing their competence in various aspects of learning. In contrast, mastery-avoidance-oriented students concentrate on avoiding the loss of skills and competence.

Students pursuing achievement with a performance approach aim to demonstrate their abilities relative to others or to validate their self-worth publicly. Conversely, students with a performance-avoidance approach strive to avoid being perceived as incompetent by their peers (Senko et al., 2011). Despite these distinctions, the debate over which orientation is superior remains unresolved (Hulleman et al., 2010).



All these orientations are closely tied to the underlying motivation in students, as motivation is significantly linked to achievement (Ryan & Deci, 2017). Motivation can be categorized into external and internal types (Ryan & Deci, 2020), both of which are integral components of the self-determination theory (Deci & Ryan, 2012). Internal motivation is the most potent form of motivation, effectively explaining why individuals act and behave in certain ways (Ryan & Deci, 2020). Conversely, behaviors driven by external motivation tend to be less robust, are usually short-lived, and do not adequately explain persistent behavior over extended periods (Wentzel & Muenks, 2016).

Related to academic motivation, not all students are able to live the academic year well, there are many obstacles in academics such as stress and procrastination (Puspita & Kumalasari, 2022) because they are in the range of high school education and they are still in the stage of psychological development so that social support is needed in this time to be able to adjust (Zalika & Rusmawati, 2022) then social support can also reduce anxiety in children (Pasaribu & Bowo, 2022). However, current research in Indonesia has not found clearly how social support contributes to mastery or performance orientation and is limited to explaining that social support contributes to achievement motivation (Saputra & Daliman, 2021) while promoting achievement with an orientation towards adolescents requires social support (Saputra & Daliman, 2021; Lakshmi & Arora, 2006).

Achievement goal orientation is needed because it increases academic abilities (Alhadabi & Karpinski, 2020) on the basis of academic interests so that social support is needed to increase adolescent academic motivation (Budiarto & Setiowati, 2021) and even that also happens to children (Salsabila & Muammaroh, 2022). Conducting this research in a Muslim high school is particularly urgent due to the unique cultural and social dynamics within these institutions. Muslim high schools in Indonesia often emphasize religious and moral education alongside academic instruction, creating a distinct environment that can influence students' motivation and achievement orientations. Understanding these influences is critical for developing effective educational strategies that cater to the specific needs of students in these settings.

The novelty of this study lies in its examination of the mediating role of academic motivation between social support and achievement orientation within the context of a Muslim high school. Previous research has extensively studied these variables independently, but few have explored their interconnectedness in a specific cultural and religious educational setting. This study aimed to fill this gap by analyzing how academic motivation serves as a bridge between the social support students receive and their subsequent achievement orientations, providing new insights into the dynamics of motivation and achievement in a unique educational context.

Since the framework of mastery and performance orientations is central to this study, with mastery being considered superior to performance (Putri & Saleh, 2020), the focus of this research is to investigate whether academic motivation, which comprises both internal and external motivation, can mediate the relationship between social support and achievement orientation. Social support is examined in terms of support from family, friends, and significant others. The specific research question addressed is: Can academic motivation mediate the relationship between social support (from family, friends, and significant others) and achievement orientation (using both mastery and performance approaches)? This research question aligns with the hypothesis that social support contributes to achievement orientation through the mediation of academic motivation. Essentially, we hypothesize that the support received from family, friends, and significant others influences students' achievement orientation by enhancing their academic motivation, whether it is internally or externally driven.

METHODS

Procedure

This research was conducted at a high school in Galang, Deli Serdang area. After the school agreed, the university sent the permit letter. Then, the research was conducted and data collection was carried out by using cross sectional timing. The information about the research had been explained

on the day before the scale distribution. The participants of the research were collected by using a non-probability technique. Starting from morning to evening, classes have been predetermined by the school so the implementation of the research did not disturb the class hours of each active class. Then, the scale was distributed to each student in the predetermined classes.

Participant

The sample for this study consisted of 225 high school students selected through convenient and cross-sectional sampling techniques. The samples participating in this study were students ($n=299$) and the outlier data was dropped ($n=74$) so those participating in the next analysis were ($n=225$) with age demographics ($M_{age}=16.8$, $SD_{age}=0.67$) male ($n = 82.36\%$) and women ($n = 143.64\%$).

Table 1. Demographic Sample

	Frequency	Percent
Gender		
Men	82	36.444
Women	143	63.556
Birth order		
First child	89	39.556
Middle child	71	31.556
Last child	65	28.889
Grade		
XI Class	119	52.889
XII Class	106	47.111
Seat		
Front	58	25.778
Middle	105	46.667
Back	62	27.556
Majors		
Science	134	59.556
Social	91	40.444
Age		
16	77	34.222
17	116	51.556
18	32	14.222

Measurement

This study employed several scales to assess academic motivation, achievement goal orientation, and perceived social support. Academic motivation is evaluated using the Academic Motivation Scale (AMS) – short version, utilizing a 6-point Likert scale. The scale, adapted by [Natalya \(2018\)](#), measures three sub-dimensions of motivation: intrinsic motivation with 7 items, extrinsic motivation with 6 items, and amotivation with 2 items. Achievement goal orientation is measured using the Achievement Goal Orientation Scale, which utilizes a 5-point Likert scale. Adapted by [Jamaludin \(2019\)](#), this scale comprises two main approaches: mastery orientation with 11 items and performance orientation with 10 items. Additionally, perceived social support is assessed using a multidimensional scale with a 7-point Likert scale, adapted by [Sulistiani et al. \(2022\)](#). This scale includes three dimensions: family support (4 items), friendship support (4 items), and significant other support (4 items). Each dimension is measured by a single positively formulated item.

RESULTS

The empirical results of this study explained that students have the greatest social support from their families, followed by the support of other people they consider important in their lives,

while support from friends is the lowest in this study. Internal academic motivation is higher for students than external and orientation in achieving achievement through mastery is more dominant than performance. Overall, the measuring tools used are consistent to see the construct to be measured.

Table 2. Descriptive Statistics

	M	SD	S	SES	K	SEK	α
Social support							
Family	22.4	3.641	-0.578	0.162	-0.344	0.323	.70
Friend	20.47	4.44	-0.517	0.162	-0.153	0.323	.83
Significant others	22.34	4.205	-0.757	0.162	-0.106	0.323	.84
Academic motivation							
Intrinsic Motivation	34.2	3.23	-0.172	0.162	0.023	0.323	.61
Extrinsic Motivation	30.72	3.08	-0.192	0.162	-0.597	0.323	.55
Amotivation	5.076	2.411	0.684	0.162	0.163	0.323	.42
Achievment goal							
Performance	29.4	4.777	0.099	0.162	-0.224	0.323	.86
Mastery	34.24	3.966	0.344	0.162	-0.292	0.323	.82

M= Mean, SD= Std. Deviation, S= Skewness, SES= Std. Error of Skewness, K= Kurtosis, SEK= Std. Error of Kurtosis, α = Cronbach's α

In the correlation results, it was detected that there were more variables that were significantly correlated based on female gender than male, there were around 9 significant relationships between variables occurred based on female gender while there were around 5 significant relationships occurred based on male gender. Furthermore, the birth order of the first child had the most correlation between variables with 9 significant relationships, followed by the middle child with 7 significant relationships and the last child with only one significant relationship. Then for social majors there were 9 significant relationships and for science majors there were 5 significant correlations. The greatest correlation of all occurred in intrinsic motivation with mastery orientation with the lowest correlation magnitude ($r=0.41$) seen based on male and middle child up to the largest correlation value ($r=0.48$) seen based on the birth order from the first child.

From the relationship that occurred in each of the sub dimensions in the construct, it was quite surprising that family support was completely unrelated to motivation and performance orientation seen by gender, birth order and majors in school. Then the support from friends was also not related at all based on gender variables, birth order and majors at school. Similarly, support from significant others with motivation was completely unrelated based on the demographic data. Furthermore, the relationship between internal motivation and mastery was recorded as the only construct that had a positive relationship with all variables of gender, birth order and majors at school. Meanwhile, amotivation is the opposite, where there is no relationship between amotivation and performance orientation and mastery based on all variables from gender, birth order and school majors.

Table 3. Correlations Variable

		Overall	Men	Women	First	Middle	Last	Science	Social
Fa	Inmo	0.31***	0.113	0.425***	0.405***	0.338**	0.159	0.279**	0.366***
	Exmo	0.189**	0.214	0.176*	0.09	0.288*	0.188	0.215*	0.155
	Amo	0.016	0.036	0.002	0.021	-0.029	0.003	0.024	0.007
	Perfo	0.082	0.063	0.085	0.175	0.028	-0.016	0.012	0.172
	Mas	0.205**	0.029	0.303***	0.229*	0.313**	0.046	0.152	0.276**
Fri	Inmo	0.123	-0.017	0.215**	0.415***	-0.024	-0.118	0.094	0.174
	Exmo	0.108	0.055	0.143	0.277**	-0.007	0.008	0.164	0.026
	Amo	0.13	0.248*	0.041	0.078	0.162	0.148	0.107	0.164
	Perfo	0.13	0.19	0.068	0.125	0.053	0.212	0.163	0.085
	Mas	0.138*	0.223*	0.074	0.238*	0.074	0.101	0.084	0.213*
SO	Inmo	0.177**	0.129	0.206*	0.329**	0.009	0.122	0.077	0.352***
	Exmo	0.142*	-0.003	0.223**	0.148	0.138	0.124	0.132	0.156
	Amo	0.087	0.156	0.041	0.104	-0.044	0.179	0.162	-0.024

	Perfo	0.138*	0.167	0.113	0.158	0.05	0.176	0.119	0.167
	Mas	0.187**	0.287**	0.126	0.309**	0.2	0.022	0.119	0.284**
Inmo	Perfo	0.133*	0.212	0.082	0.136	0.263*	-0.021	0.065	0.241*
	Mas	0.44***	0.41***	0.46***	0.48***	0.41***	0.43***	0.43***	0.47***
Exmo	Perfo	0.217**	0.293**	0.169*	0.248*	0.383***	-0.057	0.184*	0.265*
	Mas	0.23***	0.101	0.314***	0.281**	0.271*	0.094	0.236**	0.229*
Amo	Perfo	0.109	0.158	0.066	0.187	-0.053	0.164	0.167	0.024
	Mas	0.02	-0.006	0.036	-0.049	0.038	0.052	-0.041	0.093

Fa= Family, Fri= Friend, SO= significant other, Inmo= Intrinsic Motivation, Exmo= Extrinsic Motivation, Amo= Amotivation, Perfo= performance, Mas= Mastery, * p < .05, ** p < .01, *** p < .001

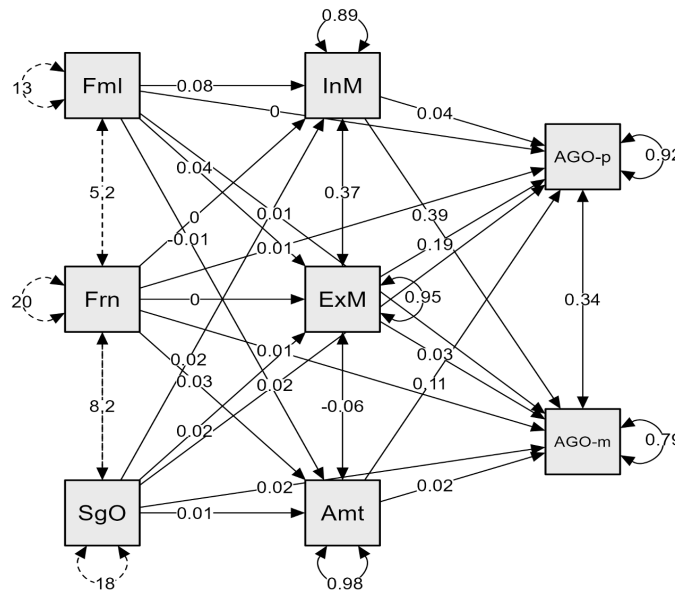
The next analysis was a mediation analysis consisting of explanations of direct, indirect, total direct, and total indirect effects. In the explanation of the direct effect there was no significant direct contribution from the support of family, friends and significant others with a performance or mastery orientation for students. Meanwhile, from the indirect effect analysis, a surprising thing happened because only family support through internal motivation with a mastery orientation contributed significantly.

Table 4. Parameter Estimates

		Estimate	Std. Error	z	p	95% CI	
Direct effects							
Fa	Perfo	-0.002	0.02	-0.11	0.91	-0.041-0.036	
Fri		0.014	0.017	0.86	0.39	-0.018-0.047	
SO		0.017	0.017	0.954	0.34	-0.017-0.051	
Fa	Mas	0.011	0.018	0.614	0.54	-0.025-0.047	
Fri		0.007	0.015	0.485	0.63	-0.023-0.038	
SO		0.02	0.016	1.243	0.21	-0.012-0.051	
Indirect effects							
Fa	Inmo	Perfo	0.003	0.006	0.473	0.64	-0.009-0.014
	Exmo		0.008	0.005	1.709	0.087	-0.001-0.018
	Amo		-0.001	0.002	-0.492	0.62	-0.005-0.003
Fri	Inmo		-1.042×10^{-4}	6.139×10^{-4}	-0.17	0.87	-0.001-0.001
	Exmo		8.194×10^{-4}	0.003	0.255	0.78	-0.005-0.007
	Amo		0.003	0.003	1.145	0.25	-0.002-0.008
SO	Inmo		8.171×10^{-4}	0.002	0.449	0.65	-0.003-0.004
	Exmo		0.004	0.004	1.071	0.28	-0.003-0.011
	Amo		0.001	0.002	0.553	0.58	-0.003-0.005
Fa	Inmo	Mas	0.031	0.009	3.386	< .001	0.013-0.049
	Exmo		0.001	0.003	0.507	0.61	-0.004-0.007
	Amo		-2.510×10^{-4}	7.756×10^{-4}	-0.324	0.75	-0.002-0.001
Fri	Inmo		-0.001	0.006	-0.182	0.86	-0.014-0.011
	Exmo		1.488×10^{-4}	6.469×10^{-4}	0.23	0.82	-0.001-0.001
	Amo		6.866×10^{-4}	0.002	0.402	0.69	-0.003-0.004
SO	Inmo		0.009	0.007	1.325	0.19	-0.004-0.023
	Exmo		7.111×10^{-4}	0.001	0.476	0.63	-0.002-0.004
	Amo		2.609×10^{-4}	7.688×10^{-4}	0.339	0.73	-0.001-0.002

Fa= Family, Fri= Friend, SO= significant other, Inmo= Intrinsic Motivation, Exmo= Extrinsic Motivation, Amo= Amotivation, Perfo= performance, Mas= Mastery

Furthermore, for the results of six total direct analysis, it was found that only one contributed significantly, namely family support for mastery orientation (p=0.024) with a 95% confidence interval. Similarly, with the total indirect effect analysis, the same thing happens, where there was a significant contribution from family support to mastery orientation, and there was no other significant contribution except only in that part.



Ago-p= Performance, Ago-m= Mastery, InM= Intrinsic motivation, ExM= Extrinsic motivation, Amt= Amotivation, Fml= Family, Frn= Friend, SgO= Significant other

Figure 1. Path Plot

Meanwhile, for the results of the path coefficients of the 21 analysis that occurred, there was a significant path detected, but this was also in line with the previous analysis where only two paths contributed significantly, namely internal motivation to mastery orientation, then the second path contributed significantly to family support towards intrinsic motivation. However, the greatest loading was reported on the internal motivation path towards mastery orientation with an estimated magnitude of 0.40 ($p < 0.001$) while the family support path towards intrinsic motivation had an estimated magnitude of 0.078 ($p < 0.001$). The biggest Coefficient of determination is in mastery orientation ($R^2 = .209$), followed by intrinsic motivation ($R^2 = .104$).

DISCUSSION

In general, academic success and academic motivation differ based on the individual differences themselves (Anwar et al., 2022) such as based on gender, where women have higher academic motivation than men and this also happened in the 10 previous articles that have been reviewed based on the review literature (Yani & Aulia, 2020) that individual differences will also produce different results. On the other hand, the results of recent research explain that research based on birth order should be carried out in Indonesia because it has cultural diversity of people, so research should not only be conducted on participants with a western background (Botzet et al., 2021). The results of a significant correlation in children firstly explained that there is a difference between the first child aged 9-10 years which cause a lot of problems (Fukuya et al., 2021) with the first child who is a teenager because teenagers who are born as the first child have higher intelligence and self-reported intelligence (Damian & Roberts, 2015). Then in general the first child has higher divergent thinking than the last child (Alabbasi et al., 2021) so that the latest research results can support the results in this study that internal motivation is strongly related to mastery orientation in first child participants.

From an Islamic perspective, the correlation between academic motivation and achievement orientation can be intricately connected with the principles and lessons of Islam, which underscore the significance of knowledge ('ilm), perseverance, and personal development. The quest for knowledge is viewed as a form of worship, and it is promoted as a pathway to attaining both spiritual and worldly prosperity. The Quran and Hadith emphasize the importance of acquiring knowledge, as illustrated by the Hadith, "Seeking knowledge is an obligation upon every Muslim" (Ibn Majah).

The results of this study explained that family support is statistically proven to have a direct role in increasing student academic motivation but has not been proven to have a direct role in increasing mastery orientation and performance. Current research also explains the same thing, family support positively contributes to student academic motivation (Aini et al., 2022; Puspitasari, 2021; Rizki & Sulastri, 2021) especially with early childhood, that family support is the main thing to improve their academic motivation (Rakhmaniar, 2021). Although peer support correlates with academic motivation (Uyun, 2022), peer support in this study has the smallest average value compared to family and significant others.

This means that large family support always occurs when students experience problems or difficulties in academics, this support will increase students' academic motivation as well. These results also explained that intrinsic motivation helps students complete the stages in learning and can develop themselves to become independent. The family plays a role and contributes in accompanying and giving instructions to children to be able to complete their developmental tasks as well as the learning obstacles they experience during the academic year or during the teaching and learning process. Therefore, family assistance can certainly provide an increase in students' academic motivation, so they can see how they choose to excel, whether by means of mastery or performance.

In circumstances where the majority of individuals adhere to the Muslim faith, such as the observed Muslim educational institution, the influence of family and societal backing plays a pivotal role in molding the academic drive and goal-setting of students. The Islamic societal norms place great importance on familial principles and communal assistance, recognizing them as fundamental elements for individual growth and accomplishment. This cultural accentuation is in accordance with research that highlights the significant contribution of family support to students' inherent motivation, consequently amplifying their pursuit of mastery, for example, Supriyadi (2022) demonstrated that the provision of family support within a Muslim school environment in Indonesia substantially heightened students' inherent motivation, a factor deemed critical for their academic progress.

Recent research also explains that motivation is in line with achievement (Afdhal et al., 2020) and the results of the path analysis in this study explained that external motivation or encouragement from outside the student's self has contributed to students' focus with the performance approach. Encouragement from outside individuals is felt to be in line with a performance orientation because those with this orientation focus on showing better abilities than others and learning behavior is only to seek value, especially the highest value and their tendency to carry out strategies to avoid bad grades, tends to cheat with a lot of ways, and lack of cooperation with other friends (Jamaludin, 2019). These results are in line with recent research which explains that performance-oriented behavior is indeed not in line with effort and persistence (Goagoses et al., 2021) because effort and persistence only come from a mastery orientation.

The results in this study explained that the support of family, friends and significant others for mastery orientation and performance through students' academic motivation has nothing at all except for only one path which was reported to have a significant contribution, namely the presence of family support will form a mastery orientation with the presence of students' internal motivation. In simple terms, students who are motivated from within themselves will receive good support from their families, which in turn will encourage children to have goals of achieving in school with a mastery approach. Statistically, there is perfect mediation between family support and mastery orientation through internal motivation because direct family support does not shape children to excel with mastery orientation. So, the presence of motivation from within students really determines the effect of family support on students' mastery orientation.

In line with current research, academic motivation will be felt lacking without support from family because students in their academic year often experience difficulties in the academic process at school so that the role of the family is indeed needed to increase the motivation that has been there so far (Lutfiwati, 2020) because students those who are stressed certainly will not be motivated in their academics (Gunadi et al., 2023) but family support has not had an effect on the formation of mastery orientation without encouragement from within the students themselves. Mastery certainly

has differences with performance, but students who choose achievement with a mastery orientation feel better than students who choose achievement with a performance orientation because mastery orientation is reported to have a positive effect on student happiness (Ariani, 2022) and those who are oriented towards mastery have higher abilities, adaptation to their motivation (Tuominen et al., 2020).

Recent studies provide evidence for the significance of familial and communal assistance in enriching academic drive within the framework of Islamic schooling. Supriyadi's (2022) investigation at an Islamic secondary institution in Indonesia demonstrated that familial encouragement plays a crucial role in fostering students' inherent drive, consequently bolstering their pursuit of mastery. This discovery resonates with the Islamic tradition's focus on the family unit as a pillar of support and direction. Additionally, the comprehensive methodology of Islamic pedagogy, which merges religious teachings with academic instruction, has the potential to cultivate a deeper sense of resolve and incentive among learners. By intertwining Quranic teachings with contemporary scientific knowledge, a harmonious and stimulating educational setting can be established, aligning with students' spiritual and intellectual ambitions. A meta-analysis conducted by Quílez-Robres et al. (2021) underscores the considerable influence of motivational, affective, and communal elements on scholastic accomplishments, underscoring the significance of inherent drive and familial reinforcement in educational environments. These findings are consistent with the conclusions drawn by Frumos et al. (2023), who observed that positive emotional and motivational aspects play a pivotal role in mediating the correlation between goal orientation and academic success.

CONCLUSION

The results of this study have proven the power of motivation from within students because statistically there has been a perfect mediation where every social support does not contribute directly to the orientation for achievement but there will be a contribution through motivation. Specifically, only family support contributes to internal motivation, then only family support contributes to mastery orientation through students' internal motivation. This means that internal motivation plays a significant role in becoming a mediator for the effects of family support on mastery orientation in students. Without internal motivation from students, family support has no meaning at all for the formation of a mastery orientation.

In other studies, it is necessary to find out whether the first child with only child has differences in internal motivation with achievement orientation by means of mastery, because this research is limited to general analysis. Then for achievement research based on the same measuring instrument, it is necessary to further differentiate based on the four recommended sections of the research and it is important to carry out hypothesis testing with a varied and balanced number of demographics or based on a particular culture. any path analysis that occurs is not based on existing demographic data and then it is important to see based on the moderator's analysis in order to be able to compare the differences between mediation and moderation. It is also possible to do a more complex analysis such as a structural equation model for a broader explanation.

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