



The Influence Of Social Support On The Learning Motivation Of Postgraduate Students At Unsurya: Contextual Analysis Within The Framework Of Human Resources Management (HRM)

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Abstract: This research aims to analyze the influence of social support on the learning motivation of postgraduate students at Unsurya University, focusing on the context of Human Resource Management (HRM). Faced with the increasingly complex dynamics of higher education, the learning motivation of postgraduate students becomes crucial, requiring adequate social support. The research methodology employs a qualitative approach with an emphasis on a literature review to delve into the subject. The results of the literature analysis indicate that social support, whether from peers, family, or lecturers, has a significant positive impact on the learning motivation of students. The role of the academic advisor is particularly crucial in providing academic support and research opportunities that motivate students. The implications of these findings can assist universities in developing supportive strategies, including strengthening the role of academic advisors and designing structured social support programs. These measures are expected to enhance the effectiveness of social support and learning motivation for postgraduate students in the academic environment of Unsurya University.

Keywords: Social Support, Learning Motivation, Postgraduate Students, Human Resource Management (HRM), Unsurya

INTRODUCTION

Motivation, as a driving force arising from internal and external factors, becomes a key element in understanding human behavior, especially in the learning process (Schunk, 2020). Motivation plays a crucial role in driving changes in behavior or specific activities, encouraging individuals to be more enthusiastic in achieving their set goals (Wati, 2022). In the context of S2 students at Unsurya, learning motivation involves complex behavioral aspects, where the desire to learn is influenced by various factors, especially when analyzed in the context of HRM. The connection between motivation and learning is a focal point in research in higher education. Previous

research, as conducted by Kusmiyanti (2021), asserts that motivation plays a central role in the learning process and achieving academic success. Learning motivation, as behavior that creates changes in behavior towards learning goals, becomes a driving force originating from within the individual.

Higher education plays a central role in shaping one's academic journey, especially for postgraduate students at Unsurya. This stage requires not only a high commitment to learning but also the availability of adequate social support. In an increasingly complex environment, this aspect becomes more crucial, especially in the context of Human Resource Management (HRM), where attention to the learning motivation of postgraduate students is essential. HRM in higher education not only focuses on administrative aspects of human resources but also strives to create an environment that supports academic growth and personal development of students. Therefore, maintaining and enhancing the learning motivation of postgraduate students becomes one of the crucial tasks within the HRM framework.

The development of education and the dynamics of increasingly complex societal demands force Unsurya to continually adapt (Saputra, 2022). In an effort to enhance the learning experience of postgraduate students, identifying factors that influence learning motivation becomes a necessity. Social support emerges as a critical element with the potential to positively or negatively impact students' enthusiasm for learning in the academic environment. As a center of knowledge and learning, Unsurya has the responsibility to proactively respond to the needs and dynamics of postgraduate students. Therefore, the presence of this research aims to analyze the role of social support in shaping the learning motivation of postgraduate students at Unsurya, particularly in the context of MSDM (Human Resource Management). The findings from this research are expected to provide valuable insights for HRM practitioners in higher education, enabling them to develop more effective strategies in creating an environment that supports the growth and academic success of postgraduate students at Unsurya. Thus, this research is not only a significant step in the development of knowledge but also a concrete contribution to efforts to improve the quality of higher education in the modern era

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 Introduction to Human Resource Management in the Context of Postgraduate Students

Human Resource Management (HRM) plays a crucial role in shaping and guiding the educational journey of postgraduate students. In this context, HRM is not merely an administrative function but serves as a critical foundation in creating a higher education environment that supports academic growth, skill development, and career goal achievement for postgraduate students. The success of HRM in higher education institutions, especially at the postgraduate level, lies not only in efficiently managing human resources but also in how HRM can respond to the individual and collective needs of students. This includes strategies to enhance the quality of academic mentoring, provide financial support, and create an environment that facilitates collaboration and research (Susilawati, 2021).

The importance of HRM in the context of postgraduate students can also be seen in efforts to create a climate that stimulates learning motivation and high academic achievement. Furthermore, effective human resource management at the postgraduate level involves a deep understanding of students' needs and expectations, ensuring the availability of necessary facilities and support for academic and professional success. By understanding the dynamic role of HRM in the context of postgraduate students,

higher education institutions can develop more focused policies and initiatives to enhance the learning experience and ensure the success of students in postgraduate studies. Therefore, this introduction will outline the key relevant and critical aspects of HRM in supporting the higher education journey of postgraduate students. 2.2 Learning Motivation

Learning is a transformative and intricate process that extends far beyond the acquisition of knowledge; it is an ongoing journey of exploration, understanding, and skill development (Borah, 2021). At its essence, learning involves the assimilation of information, the cultivation of critical thinking skills, and the ability to apply acquired knowledge in diverse contexts. It encompasses formal education settings, where structured curricula guide the learning path, as well as informal experiences that arise from daily life, interactions, and exposure to various stimuli. Learning is not confined to the classroom; it is a lifelong endeavor that thrives on curiosity, adaptability, and a willingness to embrace new perspectives (Rafiola, 2021). The dynamics of learning are shaped by a myriad of factors, including individual motivations, the learning environment, and the influence of peers and mentors. It is a process that involves both intrinsic and extrinsic motivation, where personal aspirations intertwine with external stimuli to propel individuals towards academic achievements and personal growth. Ultimately, learning is a dynamic, evolving journey that empowers individuals to navigate the complexities of the world, fostering continuous intellectual development and contributing to personal and societal advancement.

Learning motivation, a multifaceted construct, stands at the core of an individual's educational journey, exerting a profound influence on the extent of their success in academia (Rahiem, 2021). This concept encompasses the internal force that propels individuals towards the achievement of their academic goals, as succinctly defined by Usman (2021). The roots of motivation can be traced back to two principal sources: intrinsic, emerging from within the individual, and extrinsic, stemming from external environmental factors. Intrinsic factors encapsulate attitudes, expectations, personal goals, and individual emotions, while extrinsic factors encompass external stimuli like rewards and support (Inui, 2021).

Distinguishing between intrinsic and extrinsic motivation sheds light on the nuanced dynamics at play in driving individuals towards educational accomplishments. Intrinsic motivation is characterized by elements such as self-determination, personal choices, optimal experiences, and self-driven encouragement, emanating from an individual's internal aspirations (Margareth Yolanda Uli Rohana et al.). On the other hand, extrinsic motivation relies on external reinforcements, including rewards and support from sources beyond the individual.

Understanding the pivotal role of learning motivation is imperative in comprehending its profound impact on shaping the behavior and academic success of students. Tunggadewi's (2018) contribution further underscores that the learning environment, encompassing both external and internal elements, plays a pivotal role in influencing learning motivation. External factors span social and non-social aspects, while internal factors delve into the physiological and psychological dimensions of an individual's experience.

In light of these multifaceted factors, educational institutions are presented with the opportunity to design and implement more effective strategies aimed at bolstering students' learning motivation (Pelikan, 2021). By considering the intricate interplay of intrinsic and extrinsic motivators, institutions can tailor approaches to address the diverse needs and aspirations of their student body. This comprehensive understanding contributes to the creation of an environment conducive to fostering and sustaining high levels of learning motivation among students, thereby nurturing their academic success.

2.3 Concept of Social Support

The intricate relationship between social support and students' learning motivation underscores the pivotal role of interpersonal connections in academic pursuits. Social support, as defined by Tunggadewi (2018), encompasses the interactions between individuals that fulfill fundamental personal needs, such as providing a sense of security, nurturing social relationships, offering approval, and expressing affection. This multifaceted concept can emanate from diverse sources within the academic ecosystem, including peers, family members, colleagues, and professors.

Within the realm of higher education, the significance of social support becomes particularly pronounced, with peers and family assuming paramount roles in shaping students' learning motivation. House's identification of four distinct forms of social support—emotional support, recognition support, informative support, and instrumental support—offers a comprehensive framework for understanding the varied dimensions of support that students may receive in their academic journey.

Extensive research, exemplified by El-Sayed (2019), attests to the profound impact of peer-derived social support on learning motivation. Peers, being integral components of the academic environment, wield considerable influence in fostering recognition, dispensing valuable advice, and providing tangible support. These elements collectively contribute to shaping students' learning experiences and bolstering their intrinsic motivation to engage actively in the learning process.

Recognizing the significance of social support in its myriad forms, such as emotional reinforcement, acknowledgment, the provision of information, and tangible assistance, becomes indispensable in crafting educational strategies that holistically support students' learning motivation. Firdaus (2022) emphasizes the centrality of comprehending the concept of social support as a key determinant in designing effective educational interventions. In conclusion, the dynamic interplay between social support and learning motivation underscores the need for educational institutions to prioritize fostering supportive environments. By acknowledging and harnessing the diverse forms of social support available within the academic community, educators and institutions can proactively contribute to enhancing students' learning experiences and intrinsic motivation, thereby fortifying their academic journey.

2.3 Hypothesis

Here are some formulate hypotheses and assumptions related to the influence of social support on the learning motivation of postgraduate students at Unsurya University within the context of Human Resource Management (HRM):

- a. Hypothesis: Social Support Positively Influences Learning Motivation
Assumption: Postgraduate students who receive higher levels of social support, including support from peers, family, and academic advisors, are more likely to exhibit higher levels of learning motivation.
- b. Hypothesis: Academic Advisor's Support is Crucial for Learning Motivation
Assumption: The academic advisor plays a crucial role in providing academic support and research opportunities, significantly contributing to the learning motivation of postgraduate students.
- c. Hypothesis: Intrinsic Motivation Has a Stronger Impact on Learning Motivation
Assumption: Intrinsic factors such as personal goals, self-determination, and optimal experiences have a stronger influence on learning motivation compared to extrinsic factors like external rewards.
- d. Hypothesis: Social Support from Peers Is a Key Factor
Assumption: Among various sources of social support, support from peers has a significant impact on recognition, advice, and tangible support, contributing substantially to postgraduate students' learning experiences and motivation.
- e. Hypothesis: Effective HRM Enhances Learning Motivation

Assumption: An effective Human Resource Management (HRM) framework, which goes beyond administrative functions to understand and respond to individual and collective needs of postgraduate students, positively correlates with higher learning motivation.

f. Hypothesis: Social Support Mitigates Negative External Factors

Assumption: Social support acts as a mitigating factor against negative external influences, helping postgraduate students overcome challenges and maintain high levels of learning motivation.

METHODS

In the experiment section, all materials and methods that have been used in the research should be stated clearly. This research will adopt a qualitative approach, emphasizing literature review to gain a deeper understanding of the effects of social support on the learning motivation of postgraduate students at Unsurya. The qualitative approach is chosen because it provides space for in-depth analysis and comprehensive understanding of the concepts of learning motivation and the impact of social support in an advanced academic environment. The primary data collection in this research will be conducted through literature search from various sources such as scholarly journals, reference books, theses, and related articles. The literature search process will include scientific databases such as PubMed, Google Scholar, and the Unsurya digital library. Keywords used include "postgraduate student learning motivation" and "higher education social support." Literature selection will be based on criteria of quality, relevance, and freshness of information. Only literature directly related to postgraduate student learning motivation and relevant social support impacts will be included in the analysis. Each literature source will be analyzed in-depth to ensure the credibility and accuracy of the obtained information.

Data analysis will involve synthesizing information from various sources to identify patterns, trends, and conclusions that emerge. These key findings will form the foundation for arguments and discussions in this journal. This research method aims to ensure the validity and reliability of the study by implementing strict literature selection and ensuring the use of scientific research ethics. The goal of this research is to provide in-depth insights into the relationship between social support and learning motivation of postgraduate students at Unsurya. By detailing and synthesizing findings from scholarly literature, this research is expected to make a significant contribution to the understanding of human resource management in higher education environments and provide guidance for policies and practices related to postgraduate student learning motivation.



Figure 1. Conceptual framework for literature review

A conceptual framework, also known as a theoretical framework, is a structured way of thinking about the issue under investigation. It outlines the theoretical basis for understanding the problem and defines the relationships between the concepts or

variables to be explored. The validity of these relationships is subsequently tested through the formulation and testing of hypotheses, which serve as provisional answers to the research problem. In this instance, the hypothetical statements provide a temporary solution to the research question. The visual representation of this thinking framework is presented in Figure 1.

RESULT AND DISCUSSION

Previous Research

The significance of social support in shaping student learning motivation cannot be overstated, marking a critical aspect in the intricate tapestry of educational experiences. In an earnest pursuit to unravel the complexities of this relationship, diligent researchers have delved into an extensive array of literature, systematically reviewing and analyzing findings from previous studies. This meticulous process aims to construct a comprehensive framework that illuminates the multifaceted ways in which social support can exert its influence on the learning motivation of students, with a specific focus on those navigating the challenging terrain of postgraduate studies. By synthesizing the wealth of information gleaned from diverse scholarly sources, a nuanced understanding emerges, shedding light on the various dimensions and intricacies of social support's impact on the motivational landscape of learners.

The culmination of these literature reviews is encapsulated in a meticulously crafted table, serving as a visual aid to distill and present the collective insights garnered from the wealth of academic research. This attached tableau not only acts as a repository of knowledge but also functions as a strategic tool, facilitating a deeper comprehension of the dynamics at play. Through a methodical arrangement of key findings, patterns, and trends identified across the literature, this table becomes a valuable resource for both researchers and practitioners in the field. It provides a panoramic view of the diverse forms and manifestations of social support, whether emanating from peers, family, or academic advisors, and underscores the profound implications these supportive structures hold for the cultivation and sustenance of robust learning motivation.

In the context of literature analysis, researchers not only focus on how much social support influences learning motivation but also detail various types of social support that can be provided by various parties, such as peers, family, lecturers, and colleagues. Through previous research, researchers try to describe and understand the complex dynamics between these factors, identify common patterns, and identify specific variables that consistently correlate with the level of student learning motivation.

The results of this literature review are expected to provide a solid theoretical foundation to support statements about the importance of social support in enhancing the learning motivation of postgraduate students. Additionally, by detailing findings in a table format, this research aims to provide a structured and easily accessible view, allowing readers to understand in more detail the role and impact of social support in the context of learning motivation. The table will include categorization of social support, sources of support, and their effects on the learning motivation of postgraduate students.

In a series of previous studies addressing the effects of social support on learning motivation, some similarities in findings can be identified. In the first study, which focused on students of Taruna Muda Politeknik Ilmu Pemasaryakatan, it was concluded that there is a positive and significant influence of social support on learning motivation, especially in the Management of Correctional Programs. This finding aligns with the fifth study that highlights the Covid-19 pandemic, stating that there is a very significant influence between social support and learning motivation.

Table 1. Previous Research

No	Title	Result
1	Pengaruh Dukungan Sosial Terhadap Motivasi Belajar Taruna Politeknik Ilmu Pemasaryakatan	The confirmation of the positive and substantial impact of social support on the learning motivation of young cadets at the Polytechnic of Penitentiary Sciences stands as a noteworthy revelation. This affirmation underscores the pivotal role that supportive social structures play in influencing and enhancing the motivation levels of these aspiring cadets. The
		acknowledgment of this impact not only solidifies the understanding that social support is a vital determinant in shaping the educational experiences of the cadets but also highlights the potential for fostering a more conducive and motivating learning environment.
2	Peran Dukungan Sosial Terhadap Motivasi Belajar Peserta didik: Studi Kasus Peserta didik Kelas X SMAN 2 Samarinda	Based on research findings, it is revealed that parents play a crucial role in providing the most significant social support for students' motivation to learn, reaching a percentage of 77.87%. Meanwhile, support from idols reaches 71.42%, peer support is at 66.95%, educator support is at 62.00%, and support from other sources is around 53.33%. In the evaluation, a common thread can be drawn that social support from parents, idols, peers, and educators meets the criteria for effectively promoting students' learning motivation. Conversely, social support from other sources is considered sufficient in motivating students to learn.
3	Hubungan Dukungan Sosial does the motivation to learn. This percentage Dengan Motivasi Belajar pada contribution becomes a significant marker, highlighting Mahasiswa di Universitas the considerable impact of supportive networks,	The research results unequivocally affirm a positive correlation between social support and learning motivation, unveiling a substantial and effective contribution of 18.9% from social support to the overall learning motivation. This finding underscores the pivotal role that social support structures play in influencing and bolstering the motivational landscape of individuals engaged in the learning process. The strong positive correlation signifies that as social support increases, so

Muhammadiyah Semarang whether originating from peers, family, or academic advisors, in fostering an environment conducive to heightened levels of learning motivation. The implications of this research underscore the need for educational institutions and stakeholders to recognize and prioritize the cultivation of robust social support systems as integral components in enhancing the overall learning experience and academic success of individuals.

4 Hubungan Dukungan Sosial Terhadap Motivasi Belajar Daring Mahasiswa pada Masa Pandemi Covid-19

From the data analysis results, it is revealed that there is a highly significant correlation between social support and learning motivation, with an R value of 0.527 and a significance level (p) of 0.000 ($p < 0.01$). This finding, after being examined in the context of the research and discussed, concludes that the relationship between social support and learning motivation is very strong and has a significant impact.

5 Hubungan Antara Dukungan Sosial Dengan Motivasi Belajar Pada Santri Di Pesantren Tahfidz Daarul Qur'an

The results of data processing using the simple regression analysis method indicate that the correlation coefficient (r_{xy}) reaches 0.26, and the significance value (p) is 0.001 ($p < 0.01$). The findings of this study reveal that there is a significant positive relationship between social support and learning motivation among students at the Tahfidz Islamic Boarding School Daarul Qur'an in Central Java. With its effectiveness, social support contributes approximately 6.5% to the level of learning motivation.

Consistently, the second study indicates that the social support element with the most significant impact on students' learning motivation is the support coming from parents. Simply put, the role of parents as crucial providers of social support in enhancing students' learning motivation emerges as a consistent theme in both studies. This finding aligns with previous research results that affirm a significant positive relationship between parental social support and learning motivation among students at the Tahfidz Daarul Qur'an Islamic Boarding School in Central Java.

On the contrary, the third study not only acknowledges but underscores the paramount importance of social support in bolstering learning motivation. This particular research elucidates that social support makes a substantial and effective contribution of 18.9% to the overall learning motivation, thereby solidifying its pivotal role in shaping the motivational landscape of students. In a parallel vein, the fifth study, conducted specifically within the unique context of the Tahfidz Daarul Qur'an Islamic Boarding School in Central Java, showcases a noteworthy contribution of 6.5% to the learning motivation of its students. While there might be variations in the percentage contributions between these studies, the consistent thread that binds them together is the unequivocal acknowledgment of the significant role that social support plays in positively influencing the learning motivation of individuals.

Delving deeper into the findings of the third study, it becomes apparent that the multifaceted nature of social support is a catalyst for enhancing the intrinsic motivation of students. The diverse forms of support, whether emanating from peers, family, or academic advisors, collectively contribute to creating a conducive environment that nurtures and sustains high levels of learning motivation. This comprehensive perspective aligns with the fundamental understanding that social support operates as a dynamic force, permeating various facets of a student's educational journey.

Moreover, the nuanced exploration in the fifth study provides valuable insights into the context-specific dynamics of social support within an Islamic Boarding School setting. The notable 6.5% contribution to learning motivation signifies that the unique social structures and interpersonal relationships within such an environment significantly impact the motivational drive of students. This sheds light on the importance of considering cultural and contextual factors when examining the interplay between social support and learning motivation.

Furthermore, the fourth and fifth studies consistently confirm a significant positive correlation between social support and learning motivation. The fourth study, focusing on students during the Covid-19 pandemic, reveals that the data analysis results show a correlation coefficient (R) of 0.527, with a significance level (p) reaching 0.000. This finding is in line with the fifth study, examining 10th-grade students at SMAN 2 Samarinda, concluding that social support from parents, idols, peers, and educators overall significantly contributes to students' learning motivation. Finally, the second study emphasizes the importance of social support from various sources such as parents, idols, peers, and educators. This aligns with the findings in the fifth study stating that social support from parents, idols, peers, and educators meets criteria for effectively encouraging students' learning motivation. Therefore, the consistency of these findings reinforces that social support from various sources plays a significant role in motivating learning.

The Influence of Social Support on the Learning Motivation of Postgraduate Students

Postgraduate education introduces a heightened complexity to the dynamics of students' learning motivation, necessitating tailored and nuanced forms of support to navigate the intricate academic landscape (Niknam, 2020). Within this context, the multifaceted influence of social support emerges as an indispensable factor in not only shaping but also sustaining and enriching the motivation of postgraduate students. One salient dimension of the impact of social support lies in its facilitation of self-directed learning, as illuminated by Rosa (2020). In the realm of postgraduate studies, students are confronted with learning tasks that demand profound comprehension and independent exploration. In this challenging academic milieu, the significance of social support becomes increasingly apparent. Engaging in meaningful discussions with peers, seeking guidance from experienced professors, or receiving encouragement and understanding from family members collectively contribute to fostering a supportive environment. This support, whether emanating from fellow students, esteemed professors, or familial relationships, plays a pivotal role in instilling confidence and competence in postgraduate students, allowing them to develop and fortify their independent abilities throughout the intricate learning process.

The intricate landscape of postgraduate education is marked by intense learning processes and heightened academic demands, often culminating in significant stress levels among students. In this context, emotional encouragement emerges as a pivotal element shaping the dynamics of postgraduate students' motivation. The multifaceted nature of advanced studies can lead to moments of academic pressure and personal challenges. It is during these critical junctures that social support from various sources, including friends, family, and mentors, assumes paramount importance. Emotional support derived from positive enthusiasm and moral encouragement within the social environment becomes a potent driver in sustaining the motivation and focus necessary for achieving academic goals.

The profound impact of social support extends beyond the emotional realm, playing a crucial role in mitigating the adverse effects of high academic pressure on postgraduate students. Malwa's study (2018) underlines that such support, while primarily emotional, contributes significantly to stress reduction, thereby preventing impediments to the learning motivation of postgraduate students. The understanding, empathy, and encouragement emanating from friends, family, or mentors form a vital foundation upon which students can navigate the challenges inherent in their academic pursuits.

Moreover, the support network comprising friends, family, and mentors serves as a wellspring of confidence and belief for postgraduate students. Facing formidable academic tasks with the assurance of a supportive community fosters a sense of resilience and empowerment. This boost in confidence translates into more effective approaches to tackling academic challenges and, ultimately, contributes to the academic success of postgraduate students.

In the context of academic involvement, social support plays a vital role. Positive interactions with supervising professors, collaboration with peers, and family support can motivate students to actively engage in additional academic activities, such as seminars, conferences, or research projects. This increased involvement not only enriches their academic experience but also strengthens intrinsic motivation to learn. Additionally, social support can serve as a positive role model. Students who feel supported may be inspired to provide similar support to others, creating an environment that supports collective growth and shared motivation. It is not just about achieving academic goals individually but also about building a community that supports each other. In this context, the specific role of supervising professors becomes crucial. The support provided by professors in guidance, constructive feedback, and direct research opportunities motivates students to achieve high levels of achievement. This support is not only academic but also helps shape the vision and career direction of postgraduate students.

CONCLUSIONS

In concluding this research, it can be inferred that social support plays a crucial role in shaping the learning motivation of postgraduate students at Unsurya, particularly in the context of Human Resource Management (HRM). Social support involves interactions and assistance provided by individuals or groups to others to fulfill basic needs such as security, social relationships, approval, and affection. Findings from previously analyzed research consistently affirm that social support from various sources, such as peers, family, and professors, has a significant positive impact on students' learning motivation. This study also highlights the importance of the role of HRM in creating a higher education environment that supports the academic growth and personal development of postgraduate students.

In facing the increasingly complex dynamics of higher education, several suggestions can be proposed to enhance the effectiveness of social support and student motivation. Firstly, it is necessary to strengthen the role of academic advisors as providers of academic support and research opportunities. Secondly, the development of more structured social support programs, such as peer mentoring and motivational seminars, can be an effective step. Thirdly, involving families in students' educational journeys can enhance emotional support. Finally, regular monitoring and evaluation of social support programs are necessary for better adjustments. By implementing these suggestions, it is hoped that Unsurya can create a more conducive environment for academic growth and success for postgraduate students.

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