The Influence of Social Support, Self Confidence, and Motivation to Economic Learning Results Class XI SMK Negeri 2 Jambi City

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Causal associative research uses a quantitative approach. The research was conducted at SMK Negeri 2 Jambi City. The method used. The population and samples numbered 124 people, using a saturated or census sample technique. Result of research: 1) Positive positive influence between social support to learning result sebeesar 0,455, t count> t table that is 5,640> 1.67. 2) Positive and significant influence between self-confidence to the learning result of 0.402, t arithmetic> t table is 4.849> 1.675. 3) Positive and significant influence between the motivation of learning outcomes 0.419, t arithmetic> t table is 1.675> 0.05. 4) Positive and significant influence between social strengthening to motivation of 0.272, t arithmetic> t table ie 3.119> 1.655. 5) Positive and significant influence between work environment on work motivation of 0.844, t arithmetic> t table that is 10.177> 2.015. 6) Positive and significant indirect effects between support to economic learning outcomes through motivation of 0,559, F hit> F table or 518,919> 2,698. 7) Positive and significant indirect effects between self-confidence in learning outcomes through motivation of 0,504, F hit> F table or 18,919> 2,68.

Keywords: Social Support, Self Confidence, Motivation, and Learning Outcomes.

CHAPTER I INTRODUCTION

The purpose of education is said to be achieved if the learning outcomes of learners experience development and improvement. What is meant by learning is a process of changing the behavior of individuals through the interaction of learners with the environment, Hamalik (2003: 36). While the results of learning is the result of learning efforts undertaken learners. In formal education, learning outcomes are always accompanied by measurement and assessment activities, as well as in the process of teaching and learning activities is intended to determine whether or not the learning objectives have been achieved, as well as to know the position of students who are clever, moderate or later, which later can be made As a valuable input for educators as a reference to improve the quality of teaching that has been done through reports of learners' learning outcomes.

Reports of student learning outcomes can be seen from the results of replication and submitted in a certain period in the form of report cards. In an effort to achieve an optimal learning outcome of the learning process a student is connected by internal and external factors. Internal factors are factors that arise from within the learners themselves include physical circumstances, intelligence, talent, interests and attention, emotional state and discipline.

The form of successful learning in schools can be seen from the results of student learning, because the learning results show the results of efforts achieved by students during their learning activities at school. In accordance with the provisions of the applicable curriculum to measure the success of learning is the stipulation of the minimum limit of learning completeness for economic subjects that is 70.

CHAPTER II THEORY BASIS

1. Learning Outcomes

Learning is a familiar word to all levels of society. For students or students the word "learning" is a familiar word. In fact it is an integral part of all their activities in studying in formal education institutions (Djamarah, 2008: 12). In this case, Slameto (2010: 2) states that learning is a process of doing a business to gain a whole new behavioral change, as a result of its own experience in interaction with its environment. Meanwhile, according to Shah (2010: 90) learning is the stages of change in the overall behavior of individuals who are relatively settled as a result of experience and interaction with the environment that involves cognitive processes.

2. Social Support

Surafino (2007: 192) states that social support refers to providing comfort to others, caring for, or appreciating. The same opinion is also expressed by Sarason (in Smet 1994: 135) which states that social support is the interpersonal interaction shown by providing assistance to other individuals, where the aid is generally obtained from the courageous person for the individual concerned. Social support can be the provision of information, behavioral assistance, or material derived from familiar social relationships that can make individuals feel cared for, valued and loved. Social support is information or feedback from others indicating that a person is loved and cared for, valued and respected, and involved in mutual communication and mutual obligation (King, 2012: 226).

3. Confidence

Confidence is included in the positive self-recipient. This self-acceptance is a result of the satisfaction / frustration experience of the positive needs of others (Rogers, 1960 in Alwisol, 2009). Confidence is also included in the need for self-esteem to obtain satisfaction from this need allows the individual possess a sense of confidence in his ability and appearance to be more competent, productive in all aspects of life, otherwise if someone fails to gain kepuasn or experiencing lack of self-esteem he Will experience inferiority, powerlessness, lack of enthusiasm,

and lack of confidence in his ability to overcome the problems of life he faces (Maslow, 1960 in Hamdali & Jaenudin, 2013). Siri-esteem is the overall evaluative dimension of the self. Confidence is also referred to as self-esteem or self-image (Santrock, 2003: 215). Confidence can also be interpreted as a mental attitude optimism of the ability of children to self-ability to solve everything self-ability to make adjustments to the situation faced (Surya, 2007: 67).

4. Self Confidence

Confidence is included in the positive self-recipient. This self-acceptance is a result of the satisfaction / frustration experience of the positive needs of others (Rogers, 1960 in Alwisol, 2009). Confidence is also included in the need for self-esteem to obtain satisfaction from this need allows the individual possess a sense of confidence in his ability and appearance to be more competent, productive in all aspects of life, otherwise if someone fails to gain kepuasn or experiencing lack of self-esteem he Will experience inferiority, powerlessness, lack of enthusiasm, and lack of confidence in his ability to overcome the problems of life he faces (Maslow, 1960 in Hamdali & Jaenudin, 2013). Siri-esteem is the overall evaluative dimension of the self. Confidence is also referred to as self-esteem or self-image (Santrock, 2003: 215). Confidence can also be interpreted as a mental attitude optimism of the ability of children to self-ability to solve everything self-ability to make adjustments to the situation faced (Surya, 2007: 67).

Confidence is an individual's beliefs to determine how to behave in accordance with what is needed (Susanti, 2008). Someone who has confidence will be more confident to do something or enter in an environment (Shinta, 2011: 55). True self-esteem means having several things that include self-integrity, knowledge insight, courage, vantage point, and positive self-esteem. The main reason someone feels lack of confidence is because they do not know what they can do and have no experience (Lumpkin, 2005: 88).

5. Motivation

Suprijono (2011: 163) says that the essence of learning motivation is internal and external encouragement to learners who are learning to make behavioral changes. Motivation to learn is a process that encourages learning, direction, and persistence of behavior. Motivation, according to Uno (2011: 8) is the impetus and strength in a person to do certain goals that want to achieve. The purpose in question is something that is outside of human so that human activities more focused because someone will try more spirit and enterprising in doing something.

According to Sardiman (2011: 75) motivation is a series of attempts to provide certain conditions, so that someone wants and wants to do something, and if he does not like it, it will try to nullify or avoid feelings of dislike it. Meanwhile, according to Mc. Donal cited by Discourse (2008: 148) motivation is a change of energy in a person (person) characterized by the emergence of feelings and reactions to achieve goals. Learning is an emphasis obtained because of the interaction between individuals and their environment. In this case, according to Shah (2010: 90) learning is a stages of change throughout the relatively resident individual tingah as a result of experience and interaction with the environment that involves cognitive processes.

RESEARCH METHODS

1. Research Design

Judging from the formulation of this research is explanatory research (explanatory research) is to explain the state of each variable. This study also belongs to the associative class of causality. Associative classified because of this research to determine whether or not there is influence between the variables in the perusal. Categorized causality, because this study aims to determine whether the observed variables have a certain causal effect as theoretically suspected. This research is called explanatory research because the purpose is to explain the effect of causation between variables through hypothesis testing. The description of the influence between these variables is as follows:
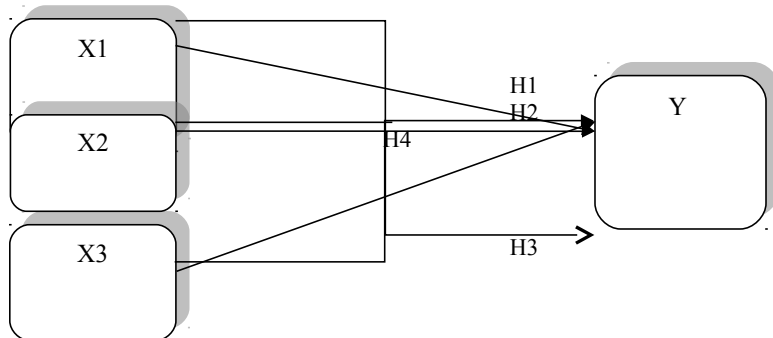

Figure 3.1 Relationship between Variables

Information :

X1 = Social Support

X2 = Self Confidence

M = Motivation

Y = Learning Outcomes

2. Place and Time of Research

The place of research is SMK NEGERI 2 Jambi City which is located at Jalan Gelatik Pasir Putih Kecamatan Jambi Selatan. The study was conducted in March. This study I did in less than a month, because I use a questionnaire.

3. Sample Research

Arikunto (2002: 109) states that the sample is part or representative of the population under study. The sample is part of the population that has the same properties as the population, a good sample is a sample that can represent or reflect to the maximum state of the population.

Sampling technique in this research use saturated sampling technique. Saturated Sampling is a sample determination technique when all members of the population are used as a sample (Sugiyono, 2012: 96). This is often done when the population is relatively small, less than 30 people, or research that wants to generalize with a very small error in which all members of the population are sampled. The technique for sampling used in this research is proportional sampling. Determination of the sample size was taken based on the formula of Slovin in Umar (2011: 67) about the size of the sample determined according to the following formula::

$$n = \frac{179}{1 + (179x0,05x0,05)}$$

$$= \frac{179}{1,4475} = 123,66$$

$$= 124$$

4. Research Methods

This research used survey research method. This method is appropriate because in addition to describe the current condition, can also answer questions about the characteristics of variables, relationships and influence between variables.

To analyze the pattern of relationship between variables with the aim to determine the influence of direct or indirect set of independent variables (exogenous) to the dependent variable (endogen) used path analysis model (path analysis).

RESEARCH RESULT AND DISCUSSION

1. Learning Outcomes

The results of economic learning in the intention in this study is the mastery of students on learning materials and the success rate of students in this study is the cognitive aspects, namely aspects related to knowledge or intellectual. Economic learning results obtained from test results. From the result of the research, the students score as follows:

Table 4.1 Economic Value Statistics Students Class XI Accounting SMK N 2 City Jambi odd semester of 2016-2017

No	Score	Category	Frequency	Percentage
1.	< 49,99	Very less	0	0
2.	50-59,99	Less	12	9.7
3.	60 – 69,99	Enough	54	43.5
4.	70 – 79,99	Good	47	37.9
5.	> 80	Very good	11	8.9
Total			124	100

Source: Results of SPSS 2017 data

From the table above shows that the students who classified the test results are very good 11 people or 8.9% of the overall sample. For students who have good category criteria that is 47 people or 37.9%. For good enough kateogri amounted to 54 students or 43.5% of the sample. While students who have poor test results amounted to 12 students or 9.7% of the sample. For more details can be seen in table 4.2 below. Table Statistics of students' economic learning outcomes Statistics Learning outcomes

Statistics

Learning outcomes

N	Valid	124
	Missing	0
Mean		67.26
Median		65.00
Mode		65
Std. Deviation		7.553
Range		30
Minimum		50
Maximum		80
Sum		8340

Source: Results of SPSS 2017 data

From the overall value of learning results can be concluded that the highest value with the value of 80 while the lowest with a value of 50. Reach from the highest value to the lowest value or the so-called range of 30. While for the middle value is 65.00. For the value that often appears or mode is the value of 65. From 124 respondents then got the mean or average value of the report card as a whole is 67.26 or including good enough category. So it is stated that the variables of economic learning outcomes of students of class XI Accounting SMK Negeri 2 Kota Jambi including good enough.

2. Social Support

Data on social support were collected through a questionnaire distributed to 124 respondents. The questionnaire value was obtained based on 30 questionnaire statements consisting of 5 answer choices. Each answer option has different value weights. For the social support questionnaire that has the weight of value 5 is the answer S (Always), the weight of value 4 is Sr (often), the weight of value 3 is Pr (ever), the weight of value 2 is Jr (Rarely), the weight of value 1 is Tp (No ever). Based on the results if the data from the 3 indicators are obtained information as presented in the following table.

No	Score	Category	Frequency	Percentage
1.	< 45	Very less	0	0
2.	46 – 75	Less	13	10.5
3.	76 – 105	Enough	110	88.7
4.	106 – 135	Good	1	0.8
5.	> 136	Very good	0	0
Total			124	100

Source: Results of SPSS 2017 data

Dari tabel di atas terlihat bahwa siswa yang tergolong dukungan sosialnya baik hanya 1 orang atau 0.8% dari keseluruhan sampel. Untuk siswa yang memiliki kriteria kategori cukup dukungan sosialnya berjumlah 110 siswa atau 88.7 % dari sampel. Sedangkan siswa yang memiliki dukungan sosial yang kurang berjumlah 13 siswa atau 10.5% dari sampel. Namun secara keseluruhan dapat dilihat pada tabel dibawah ini.

4.3 Tabel Statistik hasil angket dukungan sosial

Statistics

Social Support

N	Valid	124
	Missing	0
Mean		86.21
Median		86.00
Mode		85
Std. Deviation		7.955
Range		34
Minimum		72
Maximum		106
Sum		10690

Source: Results of SPSS Year 2017 data

From the total results of the social support questionnaire can be concluded that the highest score with a value of 106 while the lowest with a value of 72. Range from the highest value to the lowest value or the so-called range of 34. As for the middle value is 86.00. For the value that often appears or mode is the value 85. Of the 124 respondents then got the mean or average social support as a whole is 86.21 including enough supportive categories. So it is stated that the variables of socio-economic support of students of class XI Accounting SMK Negeri 2 Kota Jambi is quite supportive category.

3. Self Confidence

Data on the confidence of Daddy was collected through a questionnaire distributed to 124 respondents. The questionnaire value was obtained based on 34 questionnaire statements consisting of 5 answer choices. Each answer option has different value weights. For the social support questionnaire that has the weight of value 5 is the answer S (Always), the weight of value 4 is Sr (often), the weight of value 3 is Pr (ever), the weight of value 2 is Jr (Rarely), the weight of value 1 is Tp (No ever). Based on the results if the data from the 4 indicators are obtained information as presented in the following table.

No	Score	Category	Frequency	Percentage
1.	< 45	Very less	0	0
2.	46 – 75	Less	3	2.4
3.	76 – 105	Enough	105	84.7
4.	106 – 135	Good	16	12.9
5.	> 136	Very good	0	0
Total			124	100

Source: Results of SPSS 2017 data

From the table above shows that students who belong to self-confidence either only 16 people or 12.9% of the overall sample. For students who have sufficiently self-confident category criteria of 105 students or 84.7% of the sample. While students who have less trust amounted to 3 students or 2.4% of the sample. But overall can be seen in table below.

Table 4.4 Description of confidence questionnaire statistics

Statistics
confidence

N	Valid	124
	Missing	0
Mean		96.08
Median		96.00
Mode		89[a]
Std. Deviation		8.700
Range		49
Minimum		70
Maximum		119
Sum		11914

Source: Results of SPSS Year 2017 data

a. Multiple modes exist. The smallest value
is shown

Sumber: Data diolah Penulis

From the overall confidence questionnaire results can be concluded that the highest score with a value of 119 while the lowest with a value of 70. Range from the highest value to the lowest value or the so-called range of 49. While for the middle value is 96.00. For the value that often appears or the mode is the value 89. Of the 124 respondents then got the mean or the average confidence as a whole is 96.08 or including the category is quite confident. So it is stated that the economic confidence variable of students of class XI Accounting SMK Negeri 2 Kota Jambi is quite confident.

4. Learning Motivation

Data on learning motivation were collected through a questionnaire distributed to 124 respondents. The questionnaire value was obtained based on 30 questionnaire statements consisting of 5 answer choices. Each answer option has different value weights. For the social support questionnaire that has the weight of value 5 is the answer S (Always), the weight of value 4 is Sr (often), the weight of value 3 is Pr (ever), the weight of value 2 is Jr

(Rarely), the weight of value 1 is Tp (No ever). Based on the results if the data from the 4 indicators are obtained information as presented in the following table.

No	Score	Category	Frequency	Percentage
1.	< 45	Very less	0	0
2.	46 – 75	Less	14	11.3
3.	76 – 105	Enough	110	88.7
4.	106 – 135	Good	0	0
5.	> 136	Very good	0	0
Total			124	100

Source: Results of SPSS 2017 data

From the table above shows that students who classified as learning motivation is good enough only 110 people or 88.7% of the overall sample. For students who have less motivation category criteria amounted to 14 students or 11.3% of the sample. But overall can be seen in table below. Description of learning motivation statistics

 Statistics

 Motivation

N	Valid	124
	Missing	0
Mean		83.18
Median		83.50
Mode		88
Std. Deviation		6.464
Range		32
Minimum		66
Maximum		98
Sum		10314

Source: Results of SPSS Year 2017 data

From the overall questionnaire motivation to learn can be concluded that the highest value with a value of 98 while the lowest with a value of 66. Reach from the highest value to the lowest value or the so-called range of 32. While for the middle value is 83.50. For the value that often appears or the mode is the value 88. Of the 124 respondents then got the mean or overall confidence as a whole is 83.18 including the category is quite motivated. So it is stated that the variables of student's economic motivation of class XI Accounting SMK Negeri 2 Kota Jambi including enough motivated category. From the results of research and discussion presented in Chapter IV, the conclusions of the study are as follows: There is a strong and significant influence between social support on learning outcomes. This implies that improved social support will lead to increased learning outcomes.: a) There is a strong and significant influence between self-confidence in learning outcomes. This implies that a stronger self-confidence will lead to increased learning outcomes. b) There is a strong and significant influence between learning motivation on learning outcomes. This implies that increasing motivation will lead to increased learning outcomes.c) There is a weak and significant influence between social support on learning motivation. This implies that improved social support will lead to a slight increase in learning motivation d) There is a weak and significant influence between self-confidence in learning motivation. This implies that an increasingly strong confidence will lead to a slight increase in learning motivation.

CONCLUSIONS AND RECOMMENDATIONS
  1. Conclusion
     From the results of research and discussion presented in Chapter IV, the conclusions of the study are as follows: a) There is a strong and significant influence between social support on learning outcomes. This implies that improved social support will lead to increased learning outcomes.b) There is a strong and significant influence between self-confidence in learning outcomes. This implies that a stronger self-confidence will lead to increased learning outcomes.c) There is a strong and significant influence between learning motivation on learning outcomes. This implies that increasing motivation will lead to increased learning outcomes. D) There is a weak and significant influence between social support for learning motivation. This implies that improved social support will lead to a slight increase in learning motivation. F) There is a weak and significant influence between self-confidence in

learning motivation. This implies that an increasingly strong confidence will lead to a slight increase in learning motivation.

2. Suggestions

From the above conclusions, the author gives some suggestions as follows: a) Social support has a strong and significant influence on learning outcomes. Based on this matter, it is important for SMK Negeri 2 Kota Jambi to be able to increase Social support by way of teacher pay more attention to student learning difficulties. For parents are expected to give advice and hints about problems faced by students. b) Confidence has a strong and significant influence on learning outcomes. Based on this it is important for students to increase their confidence by way of improving speech ability can help to feel more comfortable and confident in larger social situations will result in overall belief.

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