

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

School is one of the educational institutions that can provide benefits for students to improve their abilities to become better-qualified individuals in terms of cognitive, affective, and psychomotor. Plus most of the time students spend is at school especially in the classroom. And the revealed data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) that learning hours for senior high school students in Indonesia is around 1,680 hours a year (Alfarabi et al., 2017). Or the equivalent of 42 hours a week. Therefore, learning obtained in the school environment has an important role and a great influence on student success so that educational goals can be realized maximally.

In learning it is important to have student engagement. This is in line with the view of constructivist learning theory which clearly states that students are not seen as something passive but have a purpose, and the learning process must consider as optimally as possible the process of student engagement where knowledge is something that is created not only from the outside but also from within.

Student behavior such as truancy, chatting in class when the teacher is teaching, doing things that have nothing to do with learning activities, and not dressing according to school rules are forms of low student engagement in learning (Fredricks et al., 2004). In addition, the tight hours of study at school

also make students experience boredom, and boredom in participating in learning causes a low desire for students to be engaged in learning and students get the low achievement and even drop out of school (Baker et al., 2003). In line with Fredericks et al. (2004) found that students who show positive academic achievement results are students who have engagement in school, conversely students who have a low level of engagement tend to show high dropout rates (DO) and dissatisfaction.

Student engagement which manifests as behavioral engagement, cognitive engagement, and emotional engagement, is a type of student behavior that feels connected to activities at school (Fredericks, 2004). Student engagement is important because it has several roles in learning (Reeve, 2005). First, student engagement is a requirement for a productive learning experience, when students are developing knowledge requiring effort, attention, commitment, and active interaction in the learning process. Second, student engagement can predict the functioning of an educational institution. This illustrates the ability of an educational institution to produce good academic achievements from students and whether their graduation comes from the institution where they study. Third, student engagement provides feedback on the teacher's performance. In this case, the ability of educators to motivate their students will be seen. Fourth, student engagement is an indication for a positive role in the learning process.

According to the literature study, internal and external factors both have an impact on student engagement in learning. Internal factors such as student

personality or external factors such as school environment, family support, friends, teachers, etc. In line with Social Learning Theory (SLT) which states that Behavior (B) (in this study namely Student Engagement) is influenced by the factor of Person (P) (in this study namely self-efficacy ) and Environment (E) (in this study namely social support and academic flow). Skinner and Pitzer (2012) also explained that two potential facilitators can influence student engagement, namely personal facilitators and social facilitators. Personal facilitators are students' perceptions in assessing how strong and how good their abilities are, such as self-efficacy or school belonging, while social facilitators are the quality of the relationship between parents, teachers, and peers which are known from interpersonal interactions.

Economics subject is one of subjects in Senior High School. In the economics subject, there will be a learning process, students will engage in learning activities that support the learning process, such as providing feedback, completing assignments, being able to respond to teacher inquiries, working cooperatively with other students, and being accountable for the tasks assigned (Putrayasa, 2013). So based on the statement above, it can be seen that students need to have self-efficacy to support student engagement in learning because students who have high self-efficacy have greater potential for success than students who have low self-efficacy. The higher the level of self-efficacy, the higher the confidence a person has regarding his ability to succeed in a task. Nurmalita et al.(2021) found that self-efficacy has significant and biggest influence on student engagement.

Meanwhile, social support is an external factor that influences student engagement. Freire (2016), explained that education must be created together and not only aimed at. Freire's statement encourages the world of education, not only to see students as objects of education and schools to be the only place for students to get learning but also to need the support of family, peers, and the social environment. This social support can come from parents, peers, and teachers. Family involvement in education provides hope for their children to be involved in school and can even control their achievements (Wang & Eccles, 2012). Teachers who communicate and provide clear expectations, and consistent feedback, show a positive interest in students, provide a good formal and informal evaluation of their assignments, as well as showing respect for students by taking students' opinions into account when making decisions, are more likely for students to have a higher level of involvement (Wentzel, 1998). Likewise with support from peers who have an important role in supporting student involvement in learning. Students who enter high school, with social networks can provide social-emotional influences and what is important is to have an impact on their attitudes toward school and increase academic motivation and success (Gilman et al., 2009) more likely for students to have a higher level of engagement (Wentzel, 1998).

In addition to the influence of self-efficacy and social support on student engagement, students' psychological conditions such as the experience of flow in the academic process is also internal factor that need attention. In this study, the author added academic flow variable as the intervening variable or variable that

mediates the influence of self-efficacy and social support for student engagement. This is based on the view that students who experience flow are more interested in being involved in the learning process, experience increased academic performance, and feel more excited about getting challenging assignments (Shernoff et al., 2003).

For initial observation to see the overview of student engagement, problems of student engagement, and factors affect it, the researcher used data from a meta-analysis study. The researcher made observation on previous studies that were relevant and published in scientific journals in the 2015-2022 timeframe. That's why this research was supported and strengthened by previous studies related to the effect of self-efficacy and social support toward student engagement on the economics subject with academic flow as the intervening variable. Briefly can be seen as follow:

Students' desire to involve themselves when the learning process takes place whether cognitively, emotionally, and behaviorally is still not optimal. Especially for students at Senior High School (SMA) tend to have more disengagement problems with school and academic activities. Evidenced by students violating school rules, students have difficulty concentrating, get stressed easily and even the students expect the teacher does not teach at that time and the high dropout rate. And factors that affect student engagement are bothly self-efficacy and social support. It is according to the research findings by Akmal et al. (2022) and Nurmalita et al.(2021).

Student engagement has exploded globally since researchers identified its significance in higher education, especially the delivery of high-quality learning experiences. The most basic thing required in the learning process is student activity, because it will make the learning atmosphere conducive, fresh and students are able to develop their abilities optimally. One of the success of students in the learning process can be increased through student engagement. And self-efficacy is a potential predictor for student engagement. Self-efficacy is a better key for a better student engagement. And student engagement has been found playing a key to success of students in learning. It is according to the research findings by Azila Gbette et al.(2021); Abdulwahhab & Hashim (2020); Mukaromah et al.(2018); and Chang & Chien (2015).

The low level of student engagement in schools causes various problems in the world of Indonesian education as seen from truant behavior, lack of motivation to have achievements. The low level of student engagement, one of them is caused by the low level of teacher support which in this research found as the biggest predictor of student engagement in classroom. Social support has a good impact toward student engagement. The role of parent, classmate, and teacher as social support are important for a better student engagement. It is according to the research findings by Galugu, N. & Baharuddin (2017); Mesurado et al. (2016); and Kiefer et al.(2015).

Students in Indonesia have an extremely tight study schedule because they study for 9 to 10 hours per day. This situation makes it difficult for students to

achieve academic flow in the learning process, and low academic flow leads to low student engagement. And there are still many students who have relatively low academic engagement such as lack of concentration when studying. That's why academic flow becomes the predictor of student engagement. It is according to the research findings by Fatimah et al.(2021) and Aeni & Azzahra (2021).

Based on the overview of student engagement through some previous relevant research results and problems also challenges regarding the relationship between factors that are thought to influence student engagement, it can be concluded that individuals who have confidence in their abilities (self-efficacy) accompanied by support from parents, teachers, and friends in the school environment (social support) will make it easier for students to achieve academic flow conditions to make it easier for students to be involved in academic and non-academic activities at school. Or in other words, the higher the self-efficacy and social support that students get, the easier it will be for these students to reach their academic flow conditions so the higher the level of student engagement.

Reinforced again with theory and relevant researches that show the relationship between self-efficacy ( $X_1$ ) and social support ( $X_2$ ) toward student engagement ( $Y$ ). Student engagement can be influenced by several factors, one of them are self-efficacy and social support (Skinner &Pitzer, 2012 and Gibbs & Poskit, 2010). In line with Social Learning Theory proposed by Bandura (1997) that individual factor (self-efficacy) and environmental factor (social support) can influence human behaviour (student engagement).

The relationship between academic flow (Z) and student engagement (Y) is reinforced again with the theory and some previous researches. Research conducted by Mandhana & Caruso (2022) infers that students' flow experience influence students' engagement behaviour. It is in line with the constructivism learning theory, where students are not seen as something passive and learning process must consider optimally the process of student engagement. In line too with the theory of flow by Csikzentmihalyi (1990), that there is an increase in student engagement in the learning environment when they experience flow.

However, the difference between previous studies and this research is that the author will add academic flow as variable that mediates the effect of self-efficacy and social support toward student engagement and focus on the economics subject. Therefore, based on the background above, the author is interested in conducting research with the title "The Effect Of Self-Efficacy And Social Support Toward Student Engagement On The Economics Subject With Academic Flow As The Intervening Variable For Students In SMA Negeri 1 Pancur Batu".

## **1.2 Identification of The Problem**

From some of the descriptions put forward in the background, the following problems can be identified:

1. The low level of student confidence in their abilities (self-efficacy). This is evidenced by students tending to avoid being given difficult and challenging questions/tasks in economics subject.



2. Students still get low social support from parents, peers, and teachers in the classrooms. This is evidenced by the low engagement of students in classroom due to low social support in economics subject.
3. Student academic flow is still relatively low. This is evidenced by the still low level of student concentration in absorbing the material being taught.
4. Low level of student engagement while learning economics in the classroom. This is evidenced by the high number of students who skip the class and quickly feel bored with learning in class so they don't care about teachers and others.

### **1.3 Scope and Limitation**

Based on the identification of the problems described above, the limitations of the problems in this study are as follows:

1. For the self-efficacy variable, the researcher limited this research by only looking at the indicators of magnitude, strength, and generality.
2. For social support variable, researcher limited this research by only looking at indicators of family, peer, and teacher support.
3. For academic flow variable, researcher limited this research by only looking at the indicators of absorption, enjoyment, and intrinsic motivation.
4. For student engagement variable, researcher limited this research by only looking at the indicators of agentic engagement, behavioral engagement, emotional engagement, and cognitive engagement.

#### 1.4 Formulation of The Problem

From the background of the problems that have been described previously, formulation of the problems in this research are:

1. Is there any effect of self-efficacy toward academic flow on the economics subject for students in SMA Negeri 1 Pancur Batu ?
2. Is there any effect of social support toward academic flow on the economics subject for students in SMA Negeri 1 Pancur Batu ?
3. Is there any effect of academic flow toward student engagement on the economics subject for students in SMA Negeri 1 Pancur Batu ?
4. Is there any effect of self-efficacy toward student engagement on the economics subject for students in SMA Negeri 1 Pancur Batu ?
5. Is there any effect of social support toward student engagement on the economics subject for students in SMA Negeri 1 Pancur Batu ?
6. Is there any effect of self-efficacy toward student engagement through academic flow as an intervening variable on the economics subject for students in SMA Negeri 1 Pancur Batu ?
7. Is there any effect of social support toward student engagement through academic flow as an intervening variable on the economics subject for students in SMA Negeri 1 Pancur Batu ?

#### 1.5 Objectives of The Research

Based on formulation of problems above, the objectives of the research can be concluded as follows :

1. To find out the effect of self-efficacy toward academic flow on the economics subject for students in SMA Negeri 1 Pancur Batu
2. To find out the effect of social support toward academic flow on the economics subject for students in SMA Negeri 1 Pancur Batu
3. To find out the effect of academic flow toward student engagement on the economics subject for students in SMA Negeri 1 Pancur Batu
4. To find out the effect of self-efficacy toward student engagement on the economics subject for students in SMA Negeri 1 Pancur Batu
5. To find out the effect of social support toward student engagement on the economics subject for students in SMA Negeri 1 Pancur Batu
6. To find out the effect of self-efficacy toward student engagement through academic flow as an intervening variable on the economics subject for students in SMA Negeri 1 Pancur Batu
7. To find out the effect of social support toward student engagement through academic flow as an intervening variable on the economics subject for students in SMA Negeri 1 Pancur Batu

### **1.6 Significance of The Research**

Based on the research objectives stated above, this research is expected to provide benefits to various parties, including:

1. Theoretical Significances

It is hoped that the results of this study can serve as reference and comparison material for further studies related to the title "The Effect of Self-Efficacy and Social Support toward Student Engagement on the Economics

Subject with Academic Flow as the Intervening Variable for Students in SMA Negeri 1 Pancur Batu ”. And it is also hoped that this research can add to the knowledge and insights of researchers and readers.

## 2. Practical Significances

### a. For researcher

As one of the prerequisites for obtaining a bachelor's degree at Universitas Negeri Medan and also adding knowledge and insight on how the effect of self-efficacy and social support toward student engagement on the economics subject with academic flow as the intervening variable for students.

### b. For students

It is hoped that the results of this study can be used to increase students' enthusiasm for learning to participate and be actively engaged on economics subject (student engagement) by paying attention to several aspects such as increasing self-confidence in the task given (self-efficacy), mutual support for example support from peers (social support), looking for ways that be able to obtain a calm learning atmosphere (academic flow) so that student engagement can be achieved.

### c. For the school

The significance of this research for the school is it is hoped that schools can increase self-efficacy and social support as well as the academic

flow for better student engagement in economics subject.

d. For the next researchers

The results of this study are expected to be useful considerations and references in developing research related to the effect of self-efficacy and social support toward student engagement in the economics subject with academic flow as the intervening variable for students.

