

## Peran *School Well-Being* dan Dukungan Sosial terhadap Motivasi Belajar Siswa SMA selama Pembelajaran Daring

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**Abstrak.** Masa pandemi COVID-19 membuat sistem pendidikan yang biasanya dilakukan secara luring menjadi daring. Metode pembelajaran ini dilakukan untuk memutus mata rantai penyebaran COVID-19. Pembelajaran daring memberikan dampak pada motivasi belajar siswa. Siswa mengalami banyak kendala dalam kegiatan belajar dan berdampak pada hasil belajar. *School well-being* dan dukungan sosial diprediksi mampu meningkatkan motivasi belajar siswa. Tujuan dari penelitian ini adalah untuk mengetahui peran *school well-being* dan dukungan sosial terhadap motivasi belajar siswa SMA selama pembelajaran daring. Survei *online* terhadap siswa SMA berusia 15-18 tahun yang mengikuti pembelajaran daring yang dilakukan dengan cara mengisi skala *school well-being*, dukungan sosial, dan motivasi belajar. Berdasarkan analisis regresi linier berganda ditemukan bahwa *school well-being* dan dukungan sosial secara bersama-sama berperan memberikan sumbangan efektif sebesar 41,6% terhadap motivasi belajar. Oleh karena itu, perlu dicari lebih lanjut faktor lain yang memiliki peran meningkatkan motivasi belajar siswa SMA selama pembelajaran daring.

**Kata kunci:** Motivasi Belajar, *School Well-being*, Dukungan Sosial

## The Role of School Well-Being and Social Supports in the Learning Motivation of High School Students during the Online Learning

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**Abstract.** The COVID-19 pandemic causes the education system that is normally done offline to become online. This learning method is carried out to break the chain of COVID-19 spreading. Online learning affects the learning motivation of students. Students experience various obstacles in learning activities that affect the learning outcome. School well-being and social supports are predicted as capable of improving the learning motivation of students. This study aims to discover the role of school well-being and social supports on the learning motivation of high school students during the online learning. An online survey conducted towards High School students aged 15-18 years who follow the online learning by filling the scales of school well-being, social supports, and learning motivation. Based on the multiple linear regression analysis, it has been found that the school well-being and social supports simultaneously provided 41.6% effective contribution to learning motivation. Therefore, other factors that contribute to the improvement of the learning motivation of High School students during the online learning have to be found.

**Keywords:** Learning Motivation, School Well-Being, Social Support