

## THE INFLUENCE OF ACADEMIC SELF-EFFICACY, SOCIAL SUPPORT, AND SUPERVISOR INTERPERSONAL COMMUNICATION ON STUDENT THESIS COMPLETING MOTIVATION



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### Abstract

Completing a thesis is a complex academic task and demands high commitment from students. However, many students experience challenges and difficulties in maintaining high motivation during the thesis completion process. In this context, it is important to understand the factors that can affect students' motivation to complete their thesis. This study aims to find out the form of increasing student motivation in completing a thesis which is influenced by several aspects, namely self-efficacy, interpersonal communication with supervisors, and social support. This research is included in the descriptive quantitative research. The data analysis technique in this study uses Partial Least Square (PLS). Based on the test results, it was found that motivation was influenced by academic self-efficacy, social support, and interpersonal communication by 98.9%, so it can be concluded that the higher self-efficacy, interpersonal communication with supervisors, and the amount of support from those closest to them will increase student motivation in doing and completing the thesis and vice versa.

**Keywords:** Self-efficacy, Social Support, Interpersonal Communication, Motivation, Student

## INTRODUCTION

Completing a thesis is a complex academic task and demands high commitment from students. However, many students experience challenges and difficulties in maintaining high motivation during the process of completing a thesis (Phillips & Johnson, 2022). In this context, it is important to understand the factors that can affect students' motivation to complete their thesis.

First, academic self-efficacy, which refers to an individual's belief in his ability to succeed in an academic context, can influence student motivation. Students with a high level of academic self-efficacy tend to be more motivated and have strong convictions to complete their thesis successfully (Bubou & Job, 2022; Razzaq et al., 2018). Conversely, students with low academic self-efficacy may feel doubtful and less motivated.

Second, interpersonal communication can also play an important role in influencing student motivation (Howard et al., 2021). Effective communication between students and supervisors can provide support, constructive feedback, and guidance needed in the process of completing a thesis (Merga et al., 2019). Students who feel supported and connected interpersonally with their supervisor tend to have higher motivation to complete their thesis (Toha & Habibah, 2023).

Third, social support from supervisors can also influence student motivation (Xerri et al., 2018; Zander et al., 2018). This social support includes emotional, instrumental, and informational aspects provided by supervisors (Fiorilli et al., 2019). Supervisors who provide adequate support can help students overcome obstacles, maintain enthusiasm, and increase motivation in completing the thesis.

Understanding the influence of academic self-efficacy, interpersonal communication, and social support from supervisors on student motivation in completing thesis can provide guidance for educational institutions in developing effective strategies and support programs (Asakereh & Yousofi, 2018; Sverdlik et al., 2018). By increasing these factors, it is expected to encourage higher motivation and more successful thesis completion for students (Yakubu & Isbahi, 2022). Therefore, it is important to conduct research on the influence of these variables in order to broaden our understanding of the factors that contribute to student motivation in completing a thesis.

## REVIEW OF LITERATURE

### Self-Efficacy

Self-efficacy is a belief in a person's abilities that he is able to do something or overcome a situation that he will be successful in doing so (Pearman et al., 2021). As Bandura argued that self-efficacy is people's beliefs about their ability to produce levels of performance and master situations that affect their lives, then self- efficacy will also determine how people feel, think, motivate themselves and behave (Toha & Supriyanto, 2023).

In accordance with the opinion of Jeanne Ellis Ormrod, self-efficacy is a person's belief about his own ability to carry out certain behaviors or achieve certain goals (Sinaga et al., 2020). Then Bandura in (Schrik & Wasonga, 2019), also added that self-efficacy has an important impact, even as the main motivator for one's success. People are more likely to do activities they believe they can do than do jobs they feel they cannot.

**Table 1**  
**Self-Efficacy**

<b>Dimensions</b>		<b>Indicator</b>
<b>Academic Self-Efficacy</b>		Confidence in ability to complete academic assignments Confidence in the ability to face exams or academic exams
<b>Social Self-Efficacy</b>		Confidence in the ability to interact with others. Confidence in the ability to build good relationships with others
<b>Self-Efficacy Solving</b>	<b>Problem</b>	Confidence in the ability to identify problems Confidence in the ability to develop effective problem-solving strategies

### Interpersonal Communication

Interpersonal communication is communication that has a big effect in terms of influencing other people, especially individuals. This is because, usually the parties involved in communication meet face to face, do not use the media in conveying their messages so that there is no distance separating the communicator from the communicant (face to face). Because they face each other face to face, each party can immediately find out the response

given, as well as reduce the level of dishonesty when communication is taking place (Ono & Odionye, 2022).

Panggabean et al. (2019) also explained that interpersonal communication is face-to-face communication, person-to-person interaction, two-way, verbal and non-verbal, as well as sharing information and feelings between individuals and individuals or between individuals in small groups.

Interpersonal communication can be done orally or in writing. Each has advantages and disadvantages, so its application needs to pay attention to the existing situation and conditions. Oral communication is the process of sending messages using spoken language.

**Table 2**  
**Interpersonal Communication**

<b>Dimensions</b>	<b>Indicator</b>
<b>Verbal Skills</b>	Ability to use language well and clearly in communication. Ability to articulate thoughts and ideas precisely
<b>Listening Ability</b>	The ability to pay close attention when others are speaking The ability to understand and respond appropriately to what others are saying
<b>Nonverbal Expression</b>	The ability to use body language appropriately and according to the message you want to convey The ability to read and understand other people's body language
<b>Empathy</b>	The ability to understand and acknowledge the feelings of others. emotional support and show empathy in interactions
<b>Communication Adaptability</b>	Ability to adapt communication style to the needs and preferences of other individuals The ability to communicate effectively in various situations or contexts

### **Social Support**

According to Cohen & McKay (2020) social support is the degree of support given to individuals, especially when needed by people who have a close emotional relationship with that person, social support can refer to comfort, care, self-esteem or any form of assistance received individual from another person or group. According to Gonollen and Bloney (in Santoso (2021) ), social support is the degree of support given to individuals, especially when needed by people who have a close emotional relationship with that person.

Social support is an interpersonal transaction that includes positive affection, affirmation, and assistance based on other opinions. Social support generally describes the role or influence that can be generated by other significant people such as family, friends, relatives, and co-workers. According to Brownel and Shumaker (in Huang & Chengalur-Smith, 2019) , there is an indirect effect of social support, meaning that social support affects individual well-being by reducing the severity of stress from an event. Social support involves meaningful social relationships, so that it can have a positive influence on the recipient. According to Ganster and Victor (in Segrin et al. (2022) note that social support can improve psychological health and well-being. A number of studies have also found that social support also influences physical health (Gilmour et al., 2020).

**Table 3**  
**Social Support**

<b>Dimensions</b>	<b>Indicator</b>
<b>Emotional Support</b>	Provide care and emotional support to individuals Provide a safe place to share feelings and experiences
<b>Instrumental Support</b>	Providing practical or material assistance in addressing a problem or need. Provide resources or access to needed information
<b>Informational Support</b>	Provide relevant and useful information in dealing with certain situations or challenges Provide constructive feedback and objective views
<b>Positive Social Support</b>	Express approval, appreciation, or praise for individuals. Provide encouragement and motivation to achieve goals
<b>Perceptual Social Support</b>	Individuals' perception that they have people they can rely on and contact when needed Individuals' perception that they are accepted and supported by those around them

**Motivation to Work on Thesis**

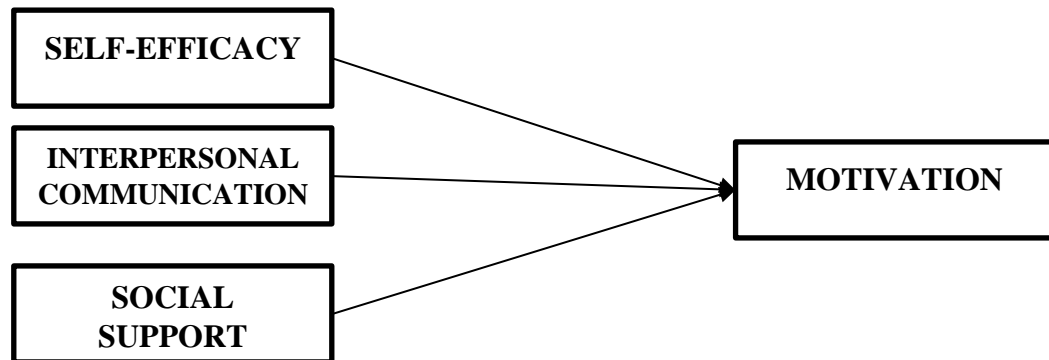
Motivation is one of the things that influence human behavior, motivation is also known as a driver, desire, support or needs that can make a person excited and motivated to reduce and fulfill one's own impulses, so that they can act and act according to certain ways that will lead to the optimal.

According to Jumady & Lilla (2021) , motivation is formed from the attitude (attitude) of employees in dealing with work situations in the company (situation). Motivation is a condition or energy that drives employees who are directed or directed to achieve the company's organizational goals.

Motivation questions how to direct the potential of subordinates, so that they want to work together productively to succeed in achieving and realizing the goals set by Cheng (2023).

**Table 4**  
**Motivation**

<b>Dimensions</b>	<b>Indicator</b>
<b>Goal Orientation</b>	High involvement in achieving academic goals Perseverance in facing the challenges and obstacles that arise in the process
<b>Desire to Learn and Develop Yourself</b>	Enthusiasm in acquiring new knowledge and increasing understanding Intention to develop research and academic skills
<b>Personal Satisfaction and Achievement</b>	Feelings of pride and satisfaction when progressing in research or achieving certain targets. A sense of achievement when the thesis is accepted and recognized by the supervisor or committee
<b>Support and Acceptance from Supervisors</b>	the perception of support and guidance from the supervising lecturer Availability and responsiveness of supervisors in providing feedback and directions
<b>Interest in the Thesis Topic</b>	High involvement in the research topic or problem discussed in the thesis. A sense of personal interest in understanding and contributing to the issues raised in the thesis



H1: self-efficacy influences the motivation to work on the thesis

H2: Interpersonal communication influences the motivation to work on the thesis

H3: Social support influences the motivation to work on the thesis

## RESEARCH METHOD

This research is included in the descriptive quantitative research. Sugiyono, (2017) said that, research methods are basically scientific characteristics to obtain data with specific purposes and uses. The method used in the quantitative approach. According to Sarstedt et al., (2020) said that descriptive research is research that uses observation, interviews or questionnaires about the current situation, regarding the subject we are studying. Through questionnaires and so on we collect data to test hypotension or answer a question. Through this descriptive research, the researcher will explain what actually happened regarding the current situation being studied.

This research was conducted on students of UIN Sunan Kalijaga. The sampling technique in this study was purposive sampling so that in this study the sample was obtained from students of UIN Sunan Kalijaga.

The data analysis technique in this study uses Partial Least Square (PLS). PLS is an equation model of Structural Equation Modeling (SEM) with an approach based on variance or component-based structural equation modeling. According to Sarstedt et al., (2020) , the purpose of PLS-SEM is to develop theory or build theory (predictive orientation). PLS is used to explain whether there is a relationship between latent variables (predictions). PLS is

a powerful analytical method because it does not assume data flows with a certain scale of measurement, the number of samples is small (Hair et al., 2019).

### Validity and Reliability Test

Validity and reliability tests are carried out to ensure that the measurements used are accurate and reliable (valid and reliable). Testing the validity and reliability can be seen in:

First, Convergent Validity is a metric that is assessed in terms of the correlation between item/ component scores and construct scores, as seen in the standard loading factor which describes the magnitude of the correlation between each item measured and its construct. If correlated Individual reflex measurements are said to be high if  $> 0.7$ .

Second, discriminant validity is a measurement model with a reflection index that is assessed based on size and cross-loading constructs. Discriminant validity, namely comparing the root mean square of variance (AVE) extracted, a tool is declared valid if the AVE value is  $> 0.5$ .

Third, Composite reliability is a measure of a structure that can be seen in terms of the coefficients of the latent variables. In this measurement, if a value  $> 0.70$  is achieved, the construction can be said to have high reliability.

Fourth, Cronbach's Alpha is a reliability test designed to strengthen the results of composite reliability. A variable can be declared reliable if the value of Cronbach's alpha  $> 0.7$ .

### Instrument Testing

**Table 5**  
**Instrument Testing**

Uji Instrumen	Uji yang digunakan
Uji Validitas	Convergent Validity AVE
Uji Reliabilitas	Cronbach Alpha Composite Reliability

### R Square Test

The R-square of the dependent construct is used to analyze the effect of specific independent variables on the dependent latent variable, which displays the magnitude of the effect.

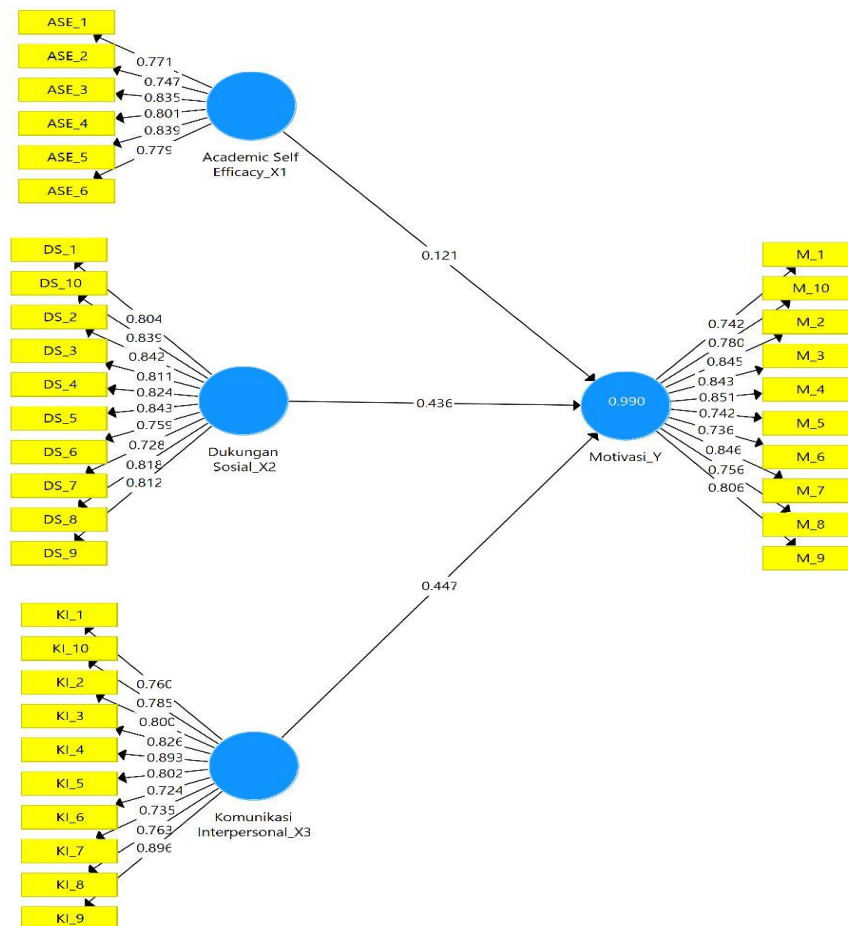
### Inner Model Analysis

Inner Model Analysis, also known as Structural Modeling, is a technique for predicting causal relationships between model variables. The hypotheses are tested during the analysis of the model in the Smart PLS test. T-statistic values and probability values can be shown in evaluating hypotheses. The results of the t-statistic used to test the hypothesis using a statistical value of 1.96 for an alpha of 5 percent, while the beta score is used to determine the direction of the influence of the relationship between variables. The criteria for acceptance/rejection of the hypothesis are

$H_a = t\text{-statistic} > 1.96$  with  $p\text{-values} < 0.05$ .

$H_0 = t\text{-statistic} < 1.96$  with  $p\text{-values} > 0.05$ .

### RESULTS AND DISCUSSION



**Figure 1**  
**Outer Model**

### Validity Test

Validity test is used to measure the validity or validity of a questionnaire. In this research, validity testing was carried out using convergent validity and AVE. The instrument is declared valid if the AVE value is  $> 0.05$  and the outer loading value is ( $> 0.6$ ).

**Table 6**  
**Instrument Validity Test Results**

Variable	Indicator	AVE	Outer Loading	Valid
<b>Academic Self-Efficacy_X1</b>	ASE_1	0.700	0.848	Valid
	ASE_2		0.915	Valid
	ASE_3		0.787	Valid
	ASE_4		0.740	Valid
	ASE_5		0.796	Valid
	ASE_6		0.917	Valid
<b>Social Support_X2</b>	DS_1	0.636	0.794	Valid
	DS_10		0.798	Valid
	DS_2		0.744	Valid
	DS_3		0.817	Valid
	DS_4		0.839	Valid
	DS_5		0.847	Valid
	DS_6		0.791	Valid
	DS_7		0.733	Valid
	DS_8		0.835	Valid
<b>Interpersonal Communication_X3</b>	DS_9	0.641	0.771	Valid
	KI_1		0.760	Valid
	KI_10		0.785	Valid
	KI_2		0.800	Valid
	KI_3		0.826	Valid
	KI_4		0.893	Valid
	KI_5		0.802	Valid
	KI_6		0.724	Valid
	KI_7		0.735	Valid
<b>Motivation_Y</b>	KI_8	0.634	0.763	Valid
	KI_9		0.896	Valid
	M_1		0.743	Valid
	M_10		0.780	Valid
	M_2		0.846	Valid
	M_3		0.843	Valid
	M_4	0.850	Valid	
	M_5	0.743	Valid	
	M_6	0.738	Valid	

M_7	0.846	Valid
M_8	0.754	Valid
M_9	0.805	Valid

### Reliability Test

Researchers used 2 types of reliability tests, namely the Cronbach Alpha test and the Composite Reliability Test. Cronbach Alpha measures the lowest (lower bound) reliability. Data is declared good if the data has a Cronbach alpha value > 0.7. Meanwhile, composite reliability measures the actual reliability value of a variable. Data is declared to have high reliability if it has a composite reliability score > 0.7.

**Table 7**  
**Reliability Test**

	Cronbach's Alpha	Composite Reliability
Academic Self-Efficacy_X1	0913	0.933
Social Support_X2	0936	0.946
Interpersonal Communication_X3	0937	0947
Motivation_Y	0.935	0.945

### R-Square Test

The R-Square Coefficient determination (R-Square) test is used in measurements to measure how much the endogenous variables are influenced by other variables. Based on data analysis carried out through the use of the smartPLS program, the R-Square value is obtained as shown in the table below:

**Table 8**  
**R-Square Test**

	R Square	R Square Adjusted
Motivation_Y	0989	0989

Based on the test results, the r square score for motivation is 0.989, which means that motivation is influenced by academic self-efficacy, social support, and interpersonal communication by 98.9% and the rest is influenced by variables that have not been explained in this study.

### Hypothesis Testing

**Table 9**  
**Hypothesis Testing**

	Original Sample (O)	T Statistics ( O/STDEV )	P Values
Academic Self-efficacy_X1 -> Motivation_Y	0.121	2,588	0.010
Social Support_X2 -> Motivation_Y	0.436	7,491	0.000
Interpersonal Communication_X3 -> Motivation_Y	0.447	9,633	0.000

**H1: Self-efficacy influences the motivation to work on the thesis**

The results of testing the self-efficacy hypothesis on motivation to work on the thesis obtained a score ( $p = 0.121$ ) with a p value of 0.010 ( $p > 0.05$ ) and a t statistic of 2.588 ( $p < 1.96$ ) indicating that there is a significant positive relationship between the variable self-efficacy on motivation doing a thesis. The higher the self-efficacy, the higher the motivation in completing the thesis. The results of this study are in accordance with the opinion of Pajares (1996) that if someone does not believe they can achieve the desired results, they will have little incentive to act, or even expend little effort for their activities. Individuals who have low self-efficacy will avoid tasks and give up easily when problems arise. In other words, individuals with low self-efficacy will have a tendency to procrastinate academically because they do not have the motivation to complete the tasks at hand.

**H2: Interpersonal communication influences the motivation to work on the thesis**

The results of testing the interpersonal communication hypothesis on motivation to work on the thesis obtained a score ( $p = 0.436$ ) with a p value of 0.000 ( $p > 0.05$ ) and a t statistic of 7.491 ( $p < 1.96$ ) indicating that there is a significant positive relationship between interpersonal communication variables on motivation to work on thesis. The higher the interpersonal communication between students and supervisors, the higher the motivation of students in completing the thesis. The relationship between lecturers and students in the teaching and learning process is a very important factor in creating a pleasant learning atmosphere, so that students are motivated. Student learning motivation will be seen in their behavior, including how to regulate how active they are in learning to achieve achievements, in completing tasks, utilizing time and how to find ways to overcome learning obstacles

(Abubakar, 2015). Lecturers must be open, empathetic, provide support, have a positive attitude and be equal to students, so that students have high motivation in learning.

### **H3: Social support influences the motivation to work on the thesis**

The results of testing the social support hypothesis on motivation to work on the thesis obtained a score ( $p = 0.447$ ) with a  $p$  value of  $0.000$  ( $p > 0.05$ ) and a  $t$  statistic of  $9.633$  ( $p < 1.96$ ) indicating that there is a significant positive relationship between social support variables on motivation to work on thesis. The higher the social support from people around, the higher the student's motivation to complete the thesis. The family environment provides experience and learning in social behavior that shapes personality. Support from loved ones tends to have a more significant direct effect on self-efficacy and achievement motivation than other contextual factors (Garcia et al., 2015; Mishra, 2020; Wright et al., 2014).

## **CONCLUSION**

Self-efficacy, interpersonal communication, and social support affect the motivation to work on the thesis so that it can be concluded that the higher the self-efficacy, interpersonal communication with supervisors, and the amount of support from those closest to them will increase student motivation in working on and finish the thesis and vice versa.

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