

# The Influence of Sosial Support and Learning Technology on Economic Learning Motivation In Generasi Z With Self-Efficacy As An Intervening Variabel

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## Abstrak

Penelitian ini bertujuan untuk menguji pengaruh dukungan sosial dan teknologi pembelajaran terhadap motivasi belajar ekonomi, serta menguji peran efikasi diri sebagai variabel intervening. Penelitian ini menggunakan data primer yang diperoleh dari sampel sebanyak 165 orang di SMAN 79 Jakarta. Metode analisis dalam penelitian ini menggunakan metode analisis SEM-PLS. Hasil penelitian ini adalah terdapat pengaruh positif antara dukungan sosial terhadap self-eficacy ( $r=0.242$ ,  $p\text{-value}=0.020$ ), terdapat pengaruh positif dan signifikan antara teknologi pembelajaran terhadap self-eficacy ( $r=0.514$ ,  $p\text{-value}=0.000$ ), terdapat pengaruh positif dan signifikan antara dukungan sosial dan motivasi belajar dengan efisiensi diri sebagai variabel intervening ( $r= 0.119$ ,  $p\text{-value} = 0.026$ ), terdapat pengaruh positif dan signifikan antara teknologi pembelajaran dan motivasi belajar dengan efisiensi diri sebagai variabel intervening ( $r= 0.253$ ,  $p\text{-value}=0.000$ ), terdapat pengaruh namun tidak signifikan dukungan sosial terhadap motivasi belajar ekonomi ( $r=0.054$ ,  $p\text{-value}=0.544$ ) dan terdapat pengaruh pengaruh positif dan signifikan pembelajaran teknologi terhadap motivasi belajar ( $r=0,276$ ,  $p\text{-value} = 0,003$ ).

**Kata Kunci:** *Dukungan Sosial, Teknologi Pembelajaran, Motivasi Belajar Ekonomi Self-Efficacy*

## Abstract

This study aims to examine the effect of social support and learning technology on motivation to learn economics, as well as examine the role of self-efficacy as an intervening variable. This study uses primary data obtained from a sample of 165 at SMAN 79 Jakarta. The analytical method in this study uses the SEM-PLS analysis method. The results of this study are that there is a positive influence between social support and self-efficacy ( $r=0.242$ ,  $p\text{-value}=0.020$ ), there is a positive and significant influence between learning technology and self-efficacy ( $r=0.514$ ,  $p\text{-value}=0.000$ ), there is positive and significant influence between social support and learning motivation with self-efficiency as the intervening variable ( $r= 0.119$ ,  $p\text{-value} = 0.026$ ), there is a positive and significant influence between learning technology and learning motivation with self-efficiency as the intervening variable ( $r= 0.253$ ,  $p\text{-value}=0.000$ ), there is an influence but not significant social support on economics learning motivation ( $r=0.054$ ,  $p\text{-value}=0.544$ ) and there is a positive and significant effect of technology learning on learning motivation ( $r=0.276$ ,  $p\text{-value} = 0.003$ ).

**Keywords:** *Social support, Learning Technology, Economic Learning Motivation Self-Efficacy*

## INTRODUCTION

It is important to study motivation in studying economics, especially in relation to early childhood education in order to prepare them for the future (Jana, 2018; Nugroho &

Prishardoyo, 2017). Human resources are considered as the most characteristic feature of the economic system and further work has proven that the impact of education on productivity growth empirically (Grant, 2017). Education plays an important role in developing humans holistically both in terms of knowledge, skills, attitudes, and building habits in a person in preparing himself for responsibility for the future and for success in his life, through the acquisition of organized information and the form of skills taught (Dewey, 1986; Salsabila et al., 2021). Education is a topic that must be considered in schools because the economy plays a major role in its impact on welfare and quality of life and includes a training process that directs subjects to develop and strengthen these capacities related to decision making in terms of resource management (Isidori et al., 2021). One of the reasons for the importance of economic education for the economic health of a nation in the future begins when households are able to build prosperity, so they are also able to build a more economically stable environment and community (Santomero, 2003).

Indonesia needs the next generation who have the ability and intelligence in managing resources to continue to develop Indonesia as a whole. One of the generations that will play a role in Indonesia's future development is Generation Z or the generation born between 2001 and 2010 (Zis et al., 2021). Generation Z is part of the information generation and all information boundaries have been widely opened through social media and the internet (Santoso, 2009). Members of Generation Z are avid consumers of technology and as true digital natives and the only generation that was raised exclusively with the influence of technology, Generation Z is very used to interacting, sometimes only with the digital world (Ajmain et al., 2020; Chicca & Shellenbarger, 2018; Mosca et al., 2019). The widespread use of the internet and Smartphones has had a major impact on the learning styles of Generation Z, those who grew up with technology are highly connected to looking for answers to any question that can be found using search engines on the internet, although as such they still need help evaluating online resources and learning processes a number of large amount of information (Moore et al., 2017).

Overall, Generation Z grew up with computers, cell phones, and other devices for virtual communication, are not afraid of technology, and are open to experimentation and exploration of facilities that make them prefer face-to-face communication via e-mail or talking on the phone (Mason, 2006; Moore et al., 2017). This also affects the way this generation learns. Therefore, it is very important to generate motivation to learn so that they are interested in the learning process with a desire to be willing to make the necessary effort to develop and apply their skills and knowledge. With the hope of forming their commitment effectively to learn to enjoy the process. When studying a person can change his behavior habits, these changes can be seen from the many capacities he has. Someone with good motivation will have good aspirations in life, so they play an important role in nation building (Zaidi & Mohsin, 2013). The habit of using technology makes them have a short attention span and get bored easily if it is done in a monotonous and repetitive manner, to provide the most productive learning experience for Generation Z it is very important to know what they think, what their interests are and what they like when they acquire knowledge in the learning process (Ajmain et al., 2020; Chicca & Shellenbarger, 2018; YALÇIN İNCİK, 2022).

In learning activities, motivation is one thing that has a very strategic role in all mental activities that are felt or experienced which provide conditions for behavior to occur (Saptono, 2016). Motivation can also be interpreted as a driving force for guidance, control and persistence in human behavior to carry out learning activities so that learning achievement can be achieved optimally (Mulyaningsih, 2014; Tohidi & Jabbari, 2012). Someone who has motivation to learn will depend on whether the activity has interesting or fun content (Ramli, 2014). Students with a good level of motivation have good ambitions in life so they play an important role in nation building (Zaidi & Mohsin, 2013).

Effective schools and effective teachers are those that can develop the goals, beliefs, and attitudes that will sustain long-term engagement and that will contribute to quality engagement in learning (Ames, 1990). In particular, it can be stated that learning is a learning process that is built by the teacher to improve morale, intellectually, and develop

various abilities possessed by students, both thinking skills, creative abilities, ability to construct knowledge, problem solving skills, to the ability to master learning material by good (Rahayu et al., 2022). Teachers who help their students to become authors of their lives, take ownership of and develop personal interest in their own work stimulate students' motivation, and increase their drive to learn (Johnson, 2017). Teachers exert their academic influence largely through competence support, which again underscores the importance of teachers in providing their students with the information and feedback necessary to foster academic motivation (Legault et al., 2006).

The information and feedback provided by the teacher makes students feel like they are participating in the learning process so that this can make an interesting impression on students. Any type of feedback promotes self-efficacy, motivation, and skills better than no feedback (Schunk, 1995). Feedback can also help in developing student motivation which will later influence their learning achievement and another effect is that it can develop student self-efficacy (Budhyani et al., 2022). Self-efficacy resulting from evaluative and goal-oriented self-reflection is a key internal motivation process in social cognitive theory (Schunk & DiBenedetto, 2020). Albert Bandura defines self-efficacy as a belief that a person has in his ability to succeed in doing certain tasks because self-efficacy is related to certain tasks, people may simultaneously have high and low self-efficacy for some tasks (Heslin & Klehe, 2006). At a general level self-efficacy is defined as something that is felt to be very different from perceived behavioral control, which is focused on the ability to perform certain behaviors (Ajzen, 2002). Higher self-efficacy directs students to engage in activities that they believe will result in learning (Schunk, 1995). The higher one's self-efficacy, the stronger one's belief and commitment to achieve something that becomes one's goal.

In fact, contemporary education requires family, social circle, and school management to promote learning and academic achievement, because teachers may not adequately replace all components (Tezci et al., 2015). The role of the family and social environment is a very important component in individual development. In the family, especially parents, is the first place for someone to get social support, especially interactions with children and mothers who have been established while still in the womb and are increasingly in line with their lives, an individual can get support from the surrounding environment. Parents need to know and adhere to the basic principles of parenting in this digital era that it is easier for children to learn to use digital media, but they need parental guidance and supervision so they can use digital media wisely and productively (Purnama, 2018). They are role models for attitudes and behavior that can help success in the future, both in developing interests and in all other supporting activities (Rahman et al., 2017). Parents and teachers must be able to create a positive environment so that they can provide motivation and social support for students (Tentama et al., 2019).

Social support is defined as information that leads the subject to believe that he or she is cared for and loved, valued, and a member of a network of mutual obligations (Cobb, 1976). Especially the support of parents which is the first school for children because with the support of parents children will feel valued and cared for by their parents so that it will increase children's motivation to learn and an optimal learning achievement will be achieved (Malwa, 2018). The higher the social support from parents, the higher the students' learning motivation (Emeralda & Kristiana, 2017). Exploring how learning motivation impacts the first year of higher education is key to understanding motivation's contribution to student transition, achievement, and retention (Edgar et al., 2019). People are said to differ insofar as they view rewards, punishments, or other events in their lives as caused by their own actions or by factors beyond their control (Ajzen, 2002).

Literature shows that learning is an interactive social process and the most important process to gain knowledge as the most important resource in the modern economy (Lundvall, 2016). It is for this reason that the author discusses social support and learning technology on motivation to study economics with self-efficacy as a mediating variable. Based on previous research, there is still little study of motivation to study economics, especially in the context of generation Z. This is something that must be studied considering that

generation Z is a generation that is unique and different from previous generations, especially in the economic context. This research is expected to explain the relationship in detail about the variables studied. Based on the previous description, the authors are interested in conducting research with the title "The Influence of Social Support and Learning Technology on Economic Learning Motivation of Generation Z with Self-Efficacy as an Intervening Variable".

## METHOD

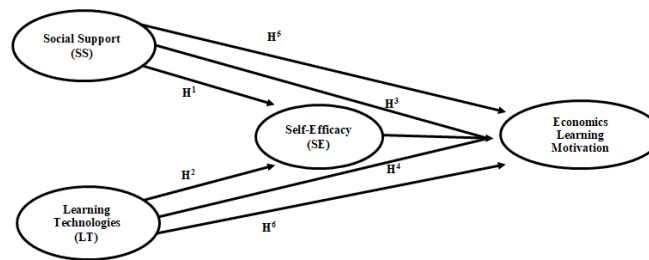
In this study using a survey model with a quantitative approach is used to understand how social support and learning technology explain motivation to study economics with self-efficacy as an intervening variable. In this study social support and learning technology are the independent variables, economic learning motivation is the dependent variable and self-efficacy is the intervening variable. This study used a practical sample of 165 students of class X at SMAN 79 Jakarta. Respondent demographics are presented in Table 1.

**Table 1. The Demographic Profile of Respondents**

S/No.	Characteristics	Frequency	Percentage
1	Gender		
	Female	83	50.3
	Male	82	49.7
2	Year of birth		
	2004	2	1.2
	2005	12	7.3
	2006	79	47.9
	2007	70	42.4
	2008	2	1.2

The data in this study is primary data with a questionnaire using the Google form platform which is distributed via WhatsApp. The data collected in this study were analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) undergoing SmartPLS (version 4.0) to estimate the relationship between variables. In the research on estimation and application of the SEM-PLS model, it is presented in two procedures, namely measurement evaluation (Outer Model) and structural evaluation (Inner Model). Testing the data by evaluating measurements using the outer model is done by testing convergent validity, discriminant validity and composite reliability. Next, testing the data with structural evaluation using the inner model using the R-Square, Effect Size, Predictive Relevance, Variance Inflation Factor (VIF) and Goodness of Fit (GoF) values.

The questionnaire was assessed using a Likert Scale. The assessment criteria for each item are measured using five points from "strongly disagree" (1) to "strongly agree" (5). To estimate respondents' reactions, this study used a combined questionnaire based on relevant literature in previous research on this matter. Researchers used five indicators from Aritonang (2008), Asvio & Batusangkar (2017) and Syamsudin (1996), to measure economic learning motivation (ELM). Then, to measure social support (SS), researchers used five indicators adapted from Bloom & Spigel (1984), MaloneBeach & Zarit (1995) and Sarafino & Smith (2011). Next, to measure learning technology (LT), researchers used 4 indicators adapted from Wajdi (2017) and Warsita (2013). Next, to measure self-efficacy (SE), researchers adapted six indicators from Anita (2013), Bandura (1977) and Hakim (2021).



**Figure 1. The Research Framework**

Based on the research framework described, there are 6 research hypotheses including:

- H1: Social support has a significant effect on self-efficacy
- H2: Learning technology has a significant effect on self-efficacy
- H3: Social support has a significant effect on economic learning motivation by mediating self-efficacy
- H4: Learning technology has a significant effect on economic learning motivation by mediating self-efficacy
- H5: Social support has a significant effect on economic learning motivation
- H6: Learning technology has a significant effect on economic learning motivation

## RESULT AND DISCUSSION

The data collected in this study were analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS). Testing the data by evaluating measurements using the outer model is done by testing convergent validity, discriminant validity and composite reliability. Then, testing the data with structural evaluation using the inner model using the R-Square, Effect Size, Predictive Relevance, Variance Inflation Factor (VIF) and Goodness of Fit (GoF) values.

### Convergent validity

The results of the convergent validity test show reflective results seen from the Outer loading value and AVE value. referring to the opinion of Hair et al. (2013) an indicator is said to be valid if the outer loading value shows > 0.7 and the AVE value shows > 0.5. All indicators on the variables of social support, learning technology, economic learning motivation and self-efficacy which are attached in Table 2 meet the validity standard. Furthermore, in Table 3 it is known that the variables of social support, learning technology, economic learning motivation and self-efficacy have an Ave value greater than 0.5, which means they meet the validity standard. It can be concluded that all of them meet convergent validity. Complete convergent validity test results can be seen in the table below:

**Tabel 2. Outer Loading Test Results**

Item	SS	ELM	SE	LT
SS.1	0.789			
SS.2	0.711			
SS.3	0.748			
SS.4	0.771			
SS.5	0.746			
ELM.1		0.722		
ELM.2		0.833		
ELM.3		0.703		
ELM.4		0.795		
ELM.5		0.819		
SE.1			0.736	
SE.2			0.827	



SE.3	0.786
SE.4	0.705
SE.5	0.804
SE.6	0.728
LT.1	0.825
LT.2	0.700
LT.3	0.825
LT.4	0.700

**Tabel 3. AVE Value Test Results**

Variable	AVE Value
SS	0.561
LT	0.598
ELM	0.601
SE	0.586

**Discriminant validity**

Referring to Hair et al. (2013) discriminant test with a fornell-lacker criterion value > 0.7 and a cross loading value can be said to be good if the indicator value on the latent variable has a lower value than the respective correlation of the latent indicators. The results of the discriminant validity test with the fornell-lacker criterion value attached in Table 4 show a value > 0.7. Apart from that, the fornell-lacker criterion value in the discriminant validity test is also known by the cross loading value. The results of the discriminant validity test with cross loading values attached in Table 5 have variable correlation values that are greater than other variables. It can be concluded that the data in this study meets discriminant validity. Complete discriminant validity test results can be seen in the table below:

**Tabel 4. Fornell-Lacker Criterion Test Results**

	SS	ELM	SE	LT
<b>SS</b>	<b>0.749</b>			
<b>ELM</b>	0.502	<b>0.775</b>		
<b>SE</b>	0.559	0.714	<b>0.765</b>	
<b>LT</b>	0.617	0.640	0.664	<b>0.774</b>

**Tabel 5. Cross Loading Test Results**

Item	SS	ELM	SE	LT
SS.1	<b>0.769</b>	0.218	0.355	0.422
SS.2	<b>0.711</b>	0.274	0.352	0.345
SS.3	<b>0.748</b>	0.288	0.336	0.377
SS.4	<b>0.771</b>	0.562	0.574	0.650
SS.5	<b>0.745</b>	0.382	0.364	0.384
ELM.1	0.328	<b>0.722</b>	0.541	0.388
ELM.2	0.371	<b>0.830</b>	0.646	0.548
ELM.3	0.330	<b>0.703</b>	0.429	0.470
ELM.4	0.421	<b>0.795</b>	0.522	0.500
ELM.5	0.484	<b>0.819</b>	0.605	0.561
SE.1	0.366	0.431	<b>0.736</b>	0.457
SE.2	0.489	0.579	<b>0.827</b>	0.544
SE.3	0.468	0.650	<b>0.786</b>	0.517
SE.4	0.472	0.480	<b>0.705</b>	0.477

SE.5	0.405	0.539	<b>0.804</b>	0.561
SE.6	0.357	0.571	<b>0.728</b>	0.482
LT.1	0.517	0.512	0.541	<b>0.811</b>
LT.2	0.504	0.486	0.468	<b>0.752</b>
LT.3	0.471	0.525	0.575	<b>0.825</b>
LT.4	0.418	0.456	0.460	<b>0.700</b>

### Composite reliability

Table 6 is the result of the composite reliability test which shows that the variables social support, learning technology, economic learning motivation and self-efficacy have croanbach's alpha values (0.812; 0.833; 0.858 and 0.775) and CR values (0.865; 0.882; 0.894 and 0.865) > 0.7, meets the composite (Hair et al., 2013). It can be concluded that the croanbach's alpha and composite reliability values for all statement items representing the research variables have good consistency and accuracy. Complete composite reliability test results can be seen in the table below:

**Tabel 6. Composite Reliability Test Results**

Variable	Croanbach's alpha	Composite reliability
SS	0.812	0.865
LT	0.833	0.882
ELM	0.858	0.894
SE	0.775	0.865

### R-Square

The R<sup>2</sup> test has categories, according to Hair (2013) the r-square category is divided into 0.75, 0.50 and 0.25 indicating strong, moderate and weak models, while Chin (1998) the r-square category is divided into 0.67, 0.33 and 0.19 indicating strong, moderate models and weak. Based on table 7, it is known that the value of R<sup>2</sup> on the economics learning motivation variable is 0.562 or 56%, meaning that economics learning motivation is influenced by social support, learning technology and self-efficacy in the Moderate category. Meanwhile, the remaining 44% was influenced by other factors not examined in this research. Then, on the R<sup>2</sup> value of the self-efficacy variable of 0.477 or 47%, it means that self-efficacy is influenced by social support and learning technology in the moderate category if in the category referring to Chin (1998) and the weak category in the category referring to Hair (2013). The complete R<sup>2</sup> value test results can be seen in the table below:

**Tabel 7. R-Square Test Results**

Variable	R-Square Value
ELM	0.562
SE	0.477

### Effect Size

For effect size (F<sup>2</sup>) testers, the standard rules used are 0.02, 0.15 and 0.35, which respectively indicate a small, medium and large effect size (Chin, 1998; Hair et al., 2013). Based on Table 8, it is known that the social support variable in the economic learning motivation variable is less than 0.004, which indicates there is no effect. If it is passed by the self-efficacy variable, it shows a value of 0.069, which means the effect size is in the small category. The F<sup>2</sup> value of the educational technology variable on economics learning motivation is 0.82 which indicates a moderate effect size. The F<sup>2</sup> value on the self-efficacy

variable on economic learning motivation is 0.265 which indicates an effect size in the medium category. The full effect size ( $F^2$ ) test results can be seen in the table below:

**Tabel 8. Effect Size Test Results ( $F^2$ )**

Variable	ELM	SE	LT	SS
ELM				
SE	0.265			
LT	0.082	0.313		
SS	0.004	0.069		

**Predictive relevance**

The measurement in the predictive relevance ( $Q^2$ ) stage aims to see how precise the observations are using the stone geisser formula. With a standard value of  $Q^2 > 0$ , it indicates that the model has predictive relevance, otherwise if it is less than 0, the model has less predictive relevance. Table 9 shows the  $Q^2$  value of the variable motivation to learn economics and self-efficacy of 0.562 and 0.477 which is greater than 0. It can be concluded that this study shows a predictive relevance model. Complete predictive relevance ( $Q^2$ ) test results can be seen in the table below:

**Tabel 9. Predictive Relevance Test Results ( $Q^2$ )**

Variable	Nilai $Q^2$
ELM	0.562
SE	0.477

**Variance inflation factor (VIF)**

The collinearity test is carried out by looking at the value of the variance inflation factor (VIF) which should be less than 5.00 if there is no collinearity problem in the correlation model, conversely if the value is more than 5.00 then there is a collinearity problem (Hair et al., 2013). Based on table 10, it is known that the variables of social support, educational technology, economic learning motivation and self-efficacy have a VIF value lower than 5.00, meaning that there is no collinearity problem. Complete VIF test results can be seen below:

**Tabel 10. Variance Inflation Factor Test Results (VIF)**

	SS	ELM	SE	LT
SS		1.794	1.615	
ELM				
SE		2.080		
LT		2.123	1.615	

**Goodness of fit (GoF)**

The goodness of fit (GoF) analysis can be seen in the standardized root mean square residual (SRMR) value. According to Hair (2013) the recommended GoF value is  $< 0.90$  to show a fit model. Table 11 shows the results for the estimation model of 0.086, which means that it has an acceptable fit. The complete goodness of fit (GoF) test results are seen in the table below:

**Tabel 11. Goodness of Fit Test Results (GoF)**

	Saturated model	Estimated model
SRMR	0.086	0.086

**Descriptive Analysis**

Analyze the collected data by presenting the data in tables with explanations using a descriptive analysis approach. Based on Table 12, it is known that the number of

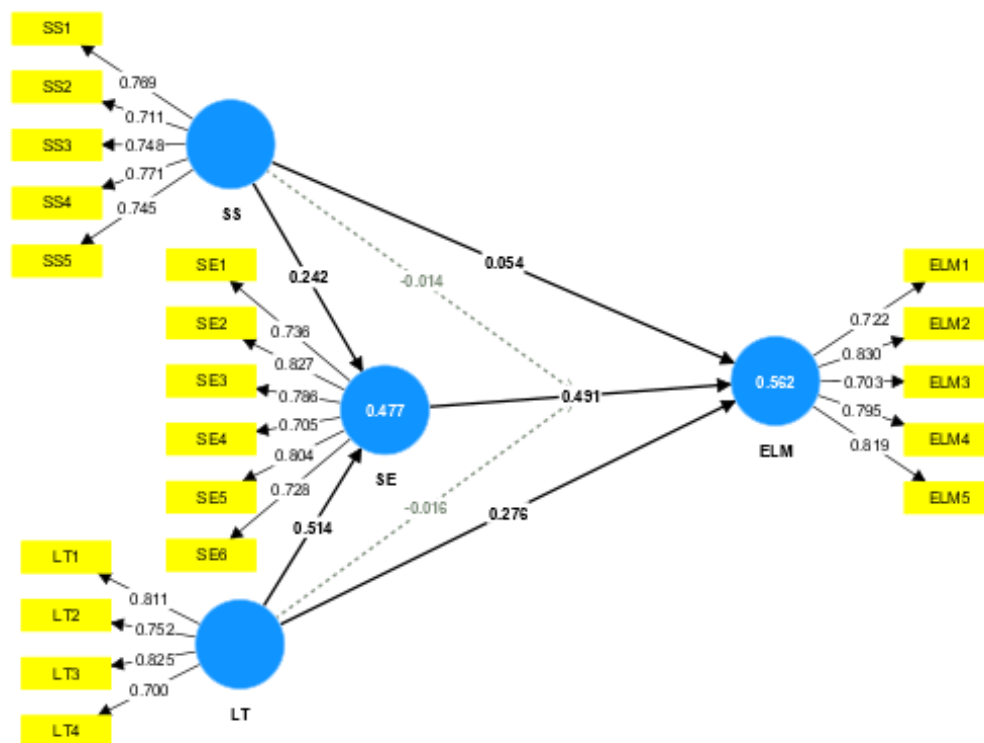


respondents to this study was 165 students. The mean value of self-efficacy is quite high compared to other variables, which is equal to 23.49, compared to the mean value of learning technology which is quite low among other variables, which is equal to 15.42 and this shows that most of the students who were respondents in this study felt that the use of learning technology in their environment tends to be low. The complete results of the analysis using a descriptive approach can be seen in the table below:

**Tabel 12. Results of Descriptive Approach Analysis**

Variable	N	Min	Max	Mean	Median
SS	165	1.00	5.00	19.55	24
LT	165	1.00	5.00	15.42	16
ELM	165	1.00	5.00	19.92	25
SE	165	1.00	5.00	23.49	25

**Test structural models and hypotheses**



**Figure 2. Sructural Model**

**Tabel 13. Direct Relationship Hypothesis Test Results**

Hypotheses	Connection	Original Sample	Sample Mean	Standard Deviation	T - Statistics	P Values
H1	DS -> SE	0.242	0.252	0.104	2.325	0.020
H2	TP -> SE	0.514	0.508	0.084	6.096	0.000
H5	DS -> MBE	0.054	0.060	0.089	0.607	0.544
H6	TP -> MBE	0.276	0.284	0.092	3.004	0.003

**Tabel 14. Indirect Relationship Hypothesis Test Results**

Hypotheses	Connection	Original Sample	Sample Mean	Standard Deviation	T - Statistics	P Values
H3	DS -> SE -> MBE	0.119	0.121	0.053	2.233	0.026
H4	TP -> SE -> MBE	0.253	0.247	0.057	4.441	0.000

Testing using PLS-SEM can say that the t-statistic is > 1.96 and the p-value must show < 0.05 if it has a significant effect (Hair et al., 2013). Based on the test results in Table 13, social support has a significant positive influence on self-efficacy. This research is in accordance with research conducted by Wang et al. (2015) tested the relationship between social support and self-efficacy in their research using the SPSS tool with the results of the P-value  $0.00 < 0.05$ , which means that there is a statistically significant relationship between social support and self-efficacy. Then research conducted by Riskia et al. (2017) also showed that there is a significant relationship between social support and self-efficacy, so that high social support can increase student self-efficacy, low social support can reduce student self-efficacy.

Based on Table 13, learning technology has a significant positive effect on self-efficacy. Davis (1985) argued that perceived ease of use and usage are positively related thereby influencing behavioral intentions and ultimately technology-related behavior. In line with research conducted by Mikusa (2015) conducted research on a combined model combining technology self-efficacy and attitudes towards use as steps that influence integrated technology in education which showed the results that there was high involvement with technology for personal use. In line with research conducted by Hanham (2021) the use of technology that has a positive and significant influence on self-efficacy, such as online tutoring services to find out the perceived benefits including its role in helping students compose and understand the requirements of their assignments, their role in increasing student learning and understanding conceptual, and its role in helping students complete their assignments on time.

Based on Table 14, social support has a positive and significant effect on economic learning motivation with self-efficacy as an intervening variable. The results of this research are in accordance with previous research such as research conducted by Suryaratri et al. (2022) in his research showed the results of a p-value of 0.000 which shows that it is smaller than 0.05 meaning that there is a positive and significant relationship that social support for self-efficacy has a positive and significant effect on academic flow. Research on a similar matter has also been researched by Ernawati (2017), showing the results. Based on the table above, it is obtained that the value  $(p) = 0.000 < 0.05$  has a significant and positive effect between self-efficacy and family social support on learning motivation.

Based on Table 14, learning technology has a positive and significant effect on economic learning motivation with self-efficacy as an intervening variable. These results were reinforced by previous research conducted by Pan (2020) which showed that the results of technology self-efficacy significantly predicted learning motivation ( $\beta = 0.373$ ,  $p < 0.001$ ) meaning that students' technology acceptance and technology self-efficacy were related to their attitude towards self-based learning. technology and learning motivation mediate the relationship between technology acceptance, technology self-efficacy, and attitudes toward technology-based independent learning.

Based on Table 13, social support and economic learning motivation have an influence but it is not significant. The results of this study are inversely proportional to previous research such as research conducted by Tezci et al. (2015) in his research showing the results of the correlation analysis showed that the highest positive correlation with motivation was family support ( $r = 0.45$ ), followed by friend support ( $r = 0.42$ ), and the support of special people ( $r = 0.38$ ) means that social support has a significant and positive influence on learning motivation. Research on the relationship between social support and learning motivation was researched by Safitri et al. (2021) which showed the results of the correlation test using Spearman's Rho showed that the variable social support and learning motivation

had a value of  $r = 0.377$  and  $p = 0.000 (<0.05)$ , meaning that there is a positive and significant relationship between social support and learning motivation.

Based on Table 13, learning technology has a positive and significant effect on motivation to learn economics. The results of this study are strengthened by previous research conducted by Efremova and Huseynova (2021) which also shows that digital practice is very important to determine the ratio of traditional and distance learning that will be able to provide a comfortable learning environment and a high level of future specialist training.

## CONCLUSION

This study aims to examine the effect of social support and learning technology on motivation to learn economics, as well as examine the role of self-efficacy as an intervening variable. Based on the discussion in the previous chapter, the following conclusions can be drawn: (1) There is a positive and significant influence between social support and self-efficacy. This proves that the higher the social support, the higher the self-efficacy it has. (2) There is a positive and significant influence between learning technology and self-efficacy. This proves that the higher the use of learning technology, the higher the user's or student's self-efficacy. (3) There is a positive and significant influence between social support positively and significantly on economic learning motivation with self-efficacy as an intervening variable. This proves that self-efficacy can be a strong intermediary for the influence of social support on motivation to study economics. (4) There is a positive and significant influence between learning technology positively and significantly on economic learning motivation with self-efficacy as an intervening variable. This proves that self-efficacy can be a strong intermediary for the influence of learning technology on economic learning motivation. (5) There is a positive and insignificant influence between social support on motivation to study economics. (6) There is a positive and significant influence between learning technology on motivation to study economics. This proves that the higher the use of learning technology, the higher the student's learning motivation in studying economics. In the descriptive analysis the mean value of self-efficacy is quite high compared to other variables, which is equal to 23.49, compared to the mean value of learning technology which is quite low among other variables, which is equal to 15.42 and this shows that most of the students who were respondents in this study felt that the use of technology learning in the environment tends to be low.

This research activity still has several limitations that must be refined with further research. For future researchers, if they want to take the same topic as this research, similar research can be carried out at different locations. The existence of further research on this topic will make this research complete so that it can be used to make decisions as a whole. The variables used to measure motivation to study economics in this study are only three variables, namely social support, learning technology and also self-efficacy. Future researchers can use other factors that can influence motivation to study economics to get a better picture. Based on this research, it is necessary to increase the management of attractive technology in learning development projects.

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