Social Environmental Support Influencing Motivation among Students

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Abstract
The aim of this article is to provide an overview of the types of social environmental support and types of motivation among students. This article is based on previous research studies. The methodology of this article utilizes a systematic review and Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach with information search on social environmental support and motivation encompassing journals and electronic references. For the search of electronically published journal articles related to social environmental support, two journal databases, namely Scopus and Web of Science, were used. The results of previous studies have found that social environmental support itself has a significant impact on motivation. Suggestions for future writing should explore the forms or types of social environmental support that can stimulate internal motivation. This is because internal motivation drives students to learn or behave well without any external rewards.
Keywords: Social Environmental Support, Motivation, Social Intensity, And Student Motivation.

Introduction
        Humans, by their nature, cannot live in isolation; they need others in their lives. The definition of social environmental support refers to the assistance someone receives through informal relationships (such as friends or family) as well as formal or professional relationships (supervisors or colleagues) (Shaarani et al., 2015). Social environmental support is an important area that needs to be studied, as it can serve as a barrier to life stress and a source of improved health and well-being (Zakaria et al., 2019). Additionally, the influence of social environment also plays a role as a mediator in connecting the influence of optimism to happiness. Support can be provided in the form of emotional, guidance, or material support, enabling individuals to adapt to their environment and enhance their well-being (Ghazi et al., 2018).
        Motivation is a crucial psychological element that serves as a driving force for individuals to take action (Makhtar et al., 2018). It is also known as the driving force that

involves the processes of arousing, sustaining, and controlling interest. Motivation is highly important in the teaching and learning process as it determines its direction and effectiveness. A highly motivated student typically possesses a strong and unwavering drive to remain interested in the subject matter, fueled by strong stimuli such as incentives and motives. Incentives are often delivered in the form of extrinsic rewards such as grades, marks, money, praise, recognition, stars, and the like in the context of teaching and learning.

Motives, on the other hand, arise from innate impulses or individual tendencies that drive individuals to take action in order to achieve long-term goals. Since students have different inclinations and interests, they need to be assisted in developing an interest in learning (Nasir & Hamzah, 2014). This motivation is influenced by two factors, as described by Murray (1964): intrinsic motivation and extrinsic motivation. Intrinsic motivation includes hunger, thirst, satisfaction, and emotions. In the context of learning, intrinsic motivation can be seen as the motivation to practice a subject, the motivation to master the knowledge and skills of a subject, and the motivation derived from the enjoyment of learning a particular subject. Extrinsic motivation includes income, salary increases, promotions, and rewards (Yusoff et al., 2008).

Purpose and Objectives of The Study

This article aims to provide an overview of the types of social environmental support and their influence on motivation. The objective of this study is to identify the types of social environmental support among students that affect motivation among students.

Methodology

This article adopts the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach in searching for information on social environmental support and student motivation. Two journal databases, Scopus and Web of Science (WoS), were used to search for published articles on social environmental support and motivation. The PRISMA method is a guideline for high-quality literature review due to its rigorous and detailed process involving a large quantity of data. PRISMA offers the advantage of demonstrating high levels of transparency, consistency, and standardization in generating qualitative research reports through specific processes (Flemming *et al.*, 2018). This systematic process ensures clear procedures and comprehensive scope, encompassing all relevant materials and allowing other researchers to replicate the study using the same approach to discuss a specific topic (Okoli, 2015). One of the advantages of using the systematic review approach with the PRISMA method in the field of social sciences is that the obtained works come from reliable and recognized data sources, allowing researchers to clarify the limitations of the study using specific keywords. Moreover, this guideline helps authors save time and avoid uncertainty about the sufficiency of their literature review (Okoli, 2015). PRISMA assists authors in identifying relevant literature works based on the research objectives through four key processes: identification, screening, eligibility, and inclusion (Gillath & Karantzas, 2019). By following these processes, researchers can effectively track and select appropriate literature for their study.

The Introduction Process

The discussion in this study has utilized two (2) main online databases for research, namely Scopus and Web of Science (WoS). Both databases contain scientific and empirical studies across various fields such as social sciences, engineering, environment, economics,

accounting and development, medicine, law, business, and marketing (Shaffril *et al.,* 2019). The initial step of the process involves conducting a series of searches using the main keywords and utilizing the search facilities and predefined commands in the WoS and Scopus databases, respectively (Malik *et al.,* 2020). In this process, the researcher utilized keyword matching available in the thesaurus and was aided by the Boolean Operator function (Xiao & Watson, 2019) in both databases (Table 1). The keywords and search strings used can be repeated to obtain the latest materials and future studies. Through the search using these keywords, the authors found articles (34 articles through Scopus and 8 articles in WoS).

Screening Process

At this stage, the researcher conducts screening based on specific criteria to ensure that the selected articles are more specific and relevant to the research question. Firstly, the researcher selects journal articles related to social support and motivation, and then conducts a literature review of the selected articles. Secondly, the researcher only chooses articles written in English and relevant to the fields of social sciences, education, and psychology. Thirdly, in terms of time period, the researcher limits the articles to those published between 2017 and 2021. After the screening process, out of the initial 34 articles, the researcher has excluded 20 articles, resulting in a final selection of 10 articles. Although the excluded articles are not included in the analysis, they will be used as additional references.

Eligibility and Summary Process

At this stage, the researcher focused only on articles that discussed the types of social environmental support among students and their influence on student motivation. All 34 articles were analyzed by conducting a thorough reading starting from the abstract and the entire article to identify the types of social environmental support that influence student motivation. As a result of the reading, only five (5) articles were found to address the types of social environmental support that influence motivation. The entire process of selecting articles for the purpose of the systematic literature review (SLR) is presented and explained using the PRISMA flowchart in Figure 2.

Table 1
Source of Databases and Search Strings

Database	Keyword and Boolean Operator Reference
Scopus	TITLE-ABS-KEY ("social support" AND student AND "intrinsic motivation" OR "extrinsic motivation") AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "PSYC")) AND (LIMIT-TO (EXACTKEYWORD , "Social Support") OR LIMIT-TO (EXACTKEYWORD , "Motivation")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SRCTYPE , "j"))
Web of science	"social support" AND Student AND "intrinsic motivation" OR "extrinsic motivation" (All Fields) and 2021 (Publication Years) and Articles (Document Types) and Education Educational Research (Web of Science Categories) and Psychology or Education Educational Research (Research Areas) and English (Languages)

Table 2
Eligibility Criteria and Exclusion

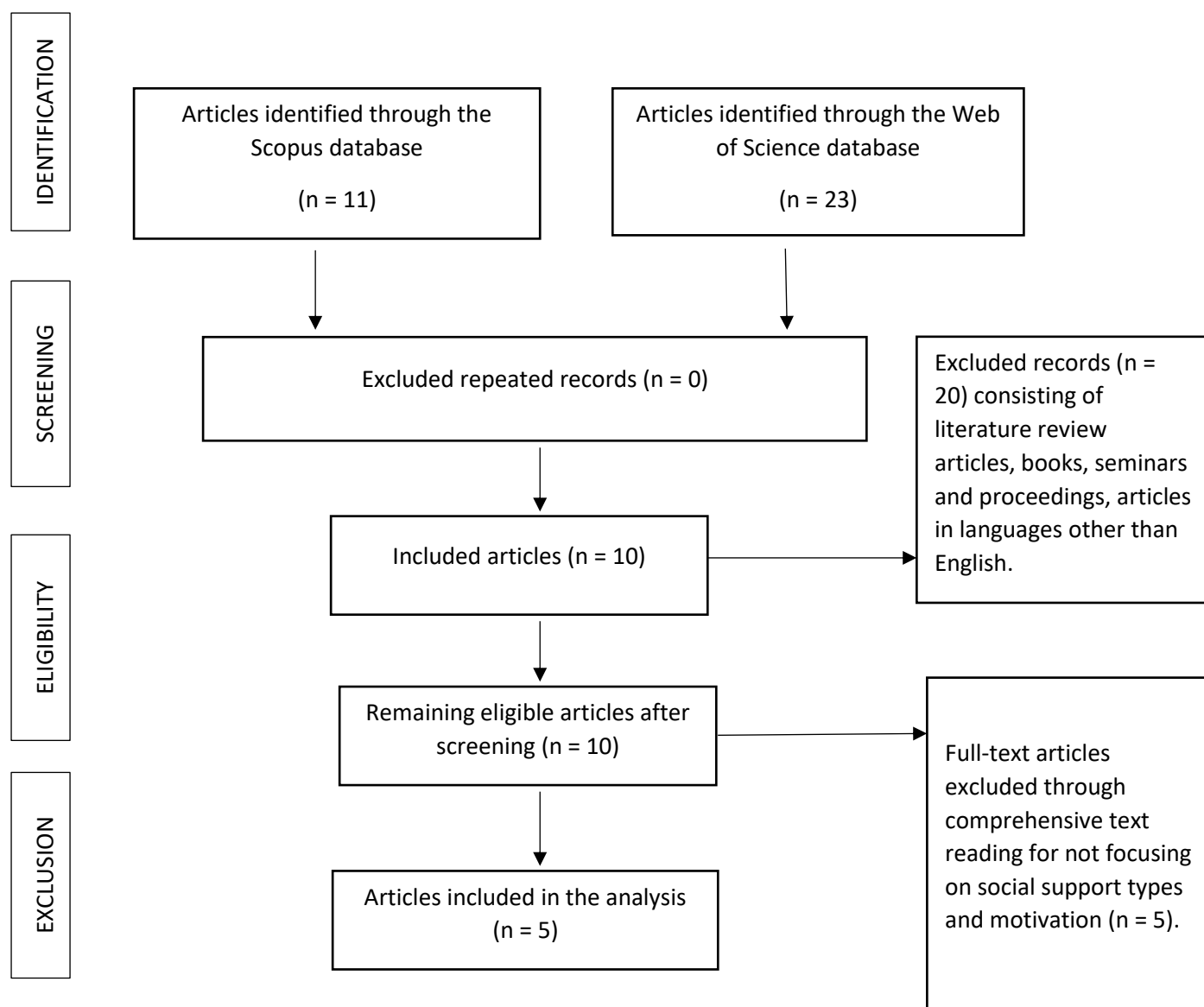| Criteria	Eligibility	Exclusion
Type of Literature	Journal	Literature review articles, books, book chapters
Language	English	Other than English
Research Area	Social sciences, education, and psychology	Apart from the mentioned fields
Duration	2011 -2021	Less than 2011
National coverage	Worldwide	None

Figure 2. PRISMA Flowchart
Sources: Adapted from Moher *et al.* (2009) and Shaffril *et al.* (2019)

Findings

Types of Social Environmental Support

Students, especially adolescents, greatly benefit from social environmental support as it provides them with protection and improves their overall well-being. Social environmental support plays a crucial role in addressing conflicts and challenges in their lives, enhancing their self-esteem, values, and self-confidence. The presence of strong social support can positively impact their psychological well-being and help them navigate through various difficulties they may face. On the other hand, a lack of or weak social environmental support can lead to various problems in the lives of adolescents (Chen & Sutan, 2013). Social support for adolescents can come from sources such as parents, teachers, classmates, and the people around them, who play a significant role in assisting them in coping with the ups and downs of life (Zakaria *et al.*, 2019).

Social environmental support from parents, such as being aware of their children's desires and aspirations and providing support, motivation, and stimulation, can foster students' soft skills. Social environmental support from teachers, who serve as mentors, can guide students towards achieving excellence. Teachers are a source of inspiration for students and provide motivational support that can influence students' academic success (Sidik *et al.*, 2018). Social support not only serves as an agent in achieving well-being but also provides motivation to students.

One of the theories related to social environmental support is the Relationship Regulation Theory introduced by Lakey and Orehek (2011). According to this theory, consistent social support is associated with good mental health. The theory explains that the primary effect of good mental health is when an individual can regulate their emotions, thoughts, and behaviors through effective conversations and shared activities. The theory also emphasizes how social support received through social relationships with others can reduce stress and promote good mental health (Ghazali *et al.*, 2019).

Social environmental support, including support from parents, friends, and significant others such as teachers, involves communication or interaction between two parties (Ismail & Lokman, 2020). Insufficient social environmental support from the environment can complicate the lives of students and give rise to problems. This is because weak social support can often affect students' behavior. Students may experience frequent emotional changes such as feelings of low self-esteem, loneliness, boredom, and so on. These feelings of low self-esteem can also have negative effects on students (Chen & Sutan, 2013).

I.   Social Environmental Support from Parents
Social environmental support from parents refers to the responsibility for providing both tangible and intangible social support. Tangible social environmental support refers to support in terms of material needs such as food, clothing, shelter, money, education, and so on. On the other hand, intangible social environmental support refers to support in terms of emotional needs. Family harmony can be achieved through good relationships among all family members. When divorce occurs, the emotions of adolescents are affected, and the need for emotional social environmental support for children is also compromised (Zulkefli & Mustapha, 2016). Parents are among the most influential individuals in the development and upbringing of children from their early years to higher institutional stages.

Children are a reflection or mirror of their parents. The daily life patterns of children are indirectly influenced by the attitudes of their parents. This is also supported by Bajetta e*t al* (2003), who explains that parents are role models for children, and parents who have academically successful children will always provide advice, motivation, and be involved in their children's affairs (Shaarani *et al., 2015)*. A study on motivation and family support found that learning motivation and parental encouragement have a significant relationship with academic interest among at-risk adolescents (Chong *et al.*, 2012).

II.   Social environmental support from peers
The influence of peers is a strong influence. According to Sharifah (1983), peers play a role in influencing a student's academic achievement. They also tend to imitate and follow the behavior of their peers. Wong *et al* (2006) study found that peers have a positive relationship with students' achievement in Mathematics. This suggests that improving Mathematics achievement should take into account the peer group of the students. If they are not guided to choose suitable peers, it can affect their academic performance. Abu and

Eu (2014) stated that besides developing social abilities and cognition, peers also influence the attitudes and behaviors of individuals Adolescents imitate the behavior of their peers to seek positive reinforcement and be considered popular, as they act as social models to conform to similar interests and goals as their peers (Shahruddin *et al.*, 2018). Peers play a significant role in the lives of today's adolescents. Currently, adolescents spend a lot of time with their peers. This is supported by Maarof and Osman (2013).who states that adolescents are more likely to choose peers, and their behavior is determined by the behavior of their peers.

III.   Social environmental support from lecturers

Adolescents or students require social environmental support from parents, teachers, friends, classmates, and people around them to help them navigate through life. Support includes providing protection and enhancing the mental well-being of adolescents when they face conflicts in life (Chen & Sutan, 2013). Teachers or lecturers serve as mentors who guide students towards achieving academic excellence. They are a source of inspiration for students and provide motivational support that can influence students' academic success. A teacher plays the role of an advisor, consultant, encourager, expert, and monitors student discipline (Sidik et al., 2018).

An effective teacher or lecturer is someone who can build a good relationship with their students, particularly in terms of establishing emotional intimacy, safety, and trust. Noor *et al* (2016) also emphasized the importance of viewing students positively and treating them with humanity in order to build a teacher-student relationship. A study by Hie *et al* (2018) found that a caring attitude of teachers towards students' problems and being a good role model can enhance students' moral development. Teachers are often seen as idols by students, and their caring attitude towards students' problems and positive behavior easily influence students. Students also tend to interpret and mimic the words and actions of their teachers.

Motivation

Motivation originates from the Latin word "movere," which means 'to move.' Therefore, motivation refers to the efforts that drive an individual to take action. Motivation is influenced by two factors according to Murray (1964): intrinsic motivation and extrinsic motivation (Yusoff et al., 2008). Motivation is a crucial element in the teaching and learning process as it determines the direction and effectiveness of it. A highly motivated student usually possesses a strong and steady drive to remain interested in the subject matter, fueled by strong stimuli such as incentives and motives.

Incentives in teaching and learning are usually conveyed in extrinsic forms such as grades, marks, monetary rewards, praise, recognition, gold stars, and so on. Here, motivation occur when individuals are driven by innate impulses or tendencies to act in order to achieve a goal, even over a prolonged period (Nasir & Hamzah, 2014). On the other hand, intrinsic motivation is a predictive factor that can influence the achievement of a student because they have a strong interest in what they are doing. Students with high levels of intrinsic motivation do not rely on external rewards for their learning activities (Hashim & Yatim, 2019).

I.   Intrinsic Motivation

Intrinsic motivation is defined by Ryan and Deci (2000) as an internal drive or tendency to explore and master the internal and external dimensions of oneself. It can also be seen in

terms of behavior involving feelings of enjoyment and satisfaction that arise from engaging in a learning activity without expecting any external rewards (Kaviza, 2019). Intrinsic motivation can be further divided into two components, namely affective and cognitive. From an affective perspective, intrinsic motivation refers to the level of joy or delight experienced by students during the activity, while from a cognitive perspective, it refers to the students' perception that their involvement in the activity can enhance their self-actualization, improve their competence, and provide value to them (Yusri et al., 2010). Factors influencing intrinsic motivation include attitudes, skills, interests, fitness, and enjoyment (Noor & Mohamad, 2010).

II.   Extrinsic Motivation

Extrinsic motivation occurs as a result of external rewards that can be obtained. For example, it can be driven by the outcomes of learning, such as achieving good grades, receiving rewards, attaining high exam performance, gaining status through competition with peers, evaluations and recognition from external sources, or avoiding punishment (Yusri *et al.*, 2010). Factors influencing extrinsic motivation include popularity, social mobility, praise, encouragement, and reward factors (Noor & Mohamad, 2010). Extrinsic motivation is indeed different from intrinsic motivation. Extrinsic motivation refers to the desire to act based on external factors or rewards outside of oneself. All activities driven by extrinsic motivation are aimed at obtaining rewards such as gifts, certificates, praise, avoiding punishment, gaining attention from teachers or peers, or any other reason that solely aims to fulfill short-term and self-oriented desires (Noor & Mohamad, 2010).

Discussion

Table 3

Types of Social Environmental Support for Students and Types of Student Motivation Influence

Author	Findings
	Types of Social Environmental Support for Students and Types of Motivation Influencing Students
Quaresma Palmeira Martins Minderico Sardinha	1. Social support from parents and peers can enhance the influence of intrinsic motivation on students. 2. Many changes are influenced by intrinsic motivation rather than external regulations. 3. Support from peers greatly influences lifestyle.
Helga Graciani Hidajat Fattah Hanurawan Tutut Chusniyah Hetti Rahmawati	1. Research findings show that student motivation dynamically shifts from a state of motivation to intrinsic motivation. 2. Motivation is influenced by social support, goal orientation, achievement, anxiety, and self-efficacy. 3. Motivation is dynamic and continuous, influenced by both intrinsic and extrinsic factors.
Matthew P. Wallace Emily In Leng Leong	1. Student motivation is greatly influenced by the learning environment compared to the influence of the social environment. 2. Intrinsic motivation affects students' willingness to learn English.
Natchaya Kunanitthaworn Tinakon Wongpakaran Nahathai Wongpakaran Salilthip Paiboonsithiwong Natchaphon Songtrijuck Pimolpun Kuntawong Danny Wedding	1. Family support can enhance intrinsic motivation. 2. Male students have lower extrinsic motivation compared to female students. 3. Female students are more motivated when supported by the social environment, such as mother, father, friends, and family.
Sonnur Küçük Kılıç	1. The influence of social support from peers has an impact on students. 2. Negative behavior can affect students.

Referring to the analysis of 5 articles on the types of social environmental support for students, it is evident that there are three types of environmental support: parental support, peer support, and lecturer support. Out of these 5 articles, three of them discussed the different types of environmental support, while the other two articles focused on parental and teacher support. Based on these 5 articles, it can be concluded that 4 of them indicated that parental support is the first form of support received by students. The selected 5 articles also discuss how social environmental support can influence student motivation, whether it is intrinsic motivation or extrinsic motivation. Three of the articles explain the effects on intrinsic motivation and extrinsic motivation, while the other two articles specifically focus on intrinsic motivation.

Through the analysis of the 5 articles, it has been found that strong environmental support from parents significantly influences motivation, particularly intrinsic motivation.

This is supported by Hidajat *et al.* (2020), who stated that research findings indicate that social support is a dominant factor affecting motivation.

Table 4
Types of Social Environmental Support as well as Intrinsic and Extrinsic Motivation

	ENVIRONMENTAL SUPPORT			TYPES OF MOTIVATION	
AUTHOR	PARENTS	PEERS	LECTURER	INTRINSIC	EXTRINSIC
Quaresma Palmeira Martins Minderico Sardinha	/	/	/	/	/
Helga Graciani Hidajat Fattah Hanurawan Tutut Chusniyah Hetti Rahmawati	/	/	/	/	/
Matthew P. Wallace Emily In Leng Leong	/	/	/	/	
Natchaya Kunanitthaworn Tinakon Wongpakaran Nahathai Wongpakaran Salilthip Paiboonsithiwong Natchaphon Songtrijuck Pimolpun Kuntawong Danny Wedding	/			/	/
Sonnur Küçük Kılıç		/	/	/	

Conclusion

From the series of articles that are discussed in this paper, there are 3 main social environmental supports that improves both intrinsic and extrinsic motivation highlighted, namely social support from parents, social support from peers, and social support from teachers. Parental support is pivotal as it forms the basis of social environmental component for students from their early age, whereas support system from peers emerges as an equally important component when they reach teenage years. When at school, teachers and lecturers who can inspire are often able to influence their students' attitude towards academic achievement. On the other hand, for discussion regarding motivation, all 5 articles that are discussed put a great emphasis on intrinsic motivation compared to extrinsic

motivation. Therefore, further research on extrinsic motivation is necessary for better understanding in the future.

In summary, it can be concluded that social support is an important factor that needs to be studied. Good social support can stimulate motivation and shape the behavior or academic performance of a student. This paper discusses the types of social support surrounding students and the types of motivation stimulated by social support can be observed. Suggestion for future writing propose that it is recommended to study the forms or types of social support that can stimulate intrinsic motivation. This is because intrinsic motivation can drive students to learn or behave well without relying on external rewards. Through this writing, it can provide an understanding and raise awareness among the social support system in the student environment about the importance of providing good social support among students.

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