

## Academic self-concept, teacher's supports and student's engagement in the school

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**Abstract:** This research aims to examine the role of academic self-concept as the moderate variable on the relationship between teacher's support and students' engagement in school. This research uses qualitative through the correlational method. Students' engagement is measured by the student's engagement at school questionnaires (SESQ). While the teacher's support is measured by the perceived teacher academic support scale (PTASS). Academic self-concept is a moderate variable that is measured by using the academic self-concept scale (ASC) by measure on two aspects namely students' confidence and students' effort in the academic aspect. Testing hypotheses have one by using moderated regression analysis (MRA). The results show that the relationship between the teacher's support and students' engagement in school is increasingly strengthened by the presence of academic self-concept as a moderated variable. Teacher's supports such as emotional supports in the learning process can enhance academic self-concept positively. The positive self-concept among the students encourage to develop student's self-regulation and achievement academic and automatically increase student's engagement in the learning process.

**Keywords:** Teacher Support; Academic Self Concept; Students' Engagement; Learning Activity.

**Abstrak:** Penelitian ini bertujuan untuk menguji peranan konsep diri akademik sebagai variabel moderasi pada hubungan antara dukungan guru dengan keterlibatan siswa di sekolah. Jenis penelitian menggunakan pendekatan kualitatif dengan metode korelasional. Keterlibatan siswa di sekolah diukur dengan *Student Engagement in Schools Questionnaire (SESQ)*. Variabel dukungan guru diukur dengan *Perceived Teacher Academic Support Scale (PTASS)*. Konsep diri akademik sebagai variabel moderasi diukur dengan menggunakan *academic self concept scale (ASC)* dengan mengukur pada dua aspek yakni kepercayaan diri dan usaha siswa dalam bidang akademik. Pengujian hipotesa pada penelitian ini dilakukan dengan menggunakan analisis uji interaksi atau yang dikenal dengan *moderated regression analysis (MRA)*. Hasil penelitian menunjukkan bahwa hubungan antara dukungan guru dan keterlibatan siswa di sekolah semakin diperkuat dengan hadirnya variabel moderasi yakni konsep diri akademik. Dukungan emosional guru kepada siswa baik dalam proses pembelajaran dan interaksi diluar pembelajaran, membentuk konsep diri akademik siswa yang positif. Siswa yang memiliki konsep diri akademik yang positif meningkatkan kemampuan meregulasi diri, motivasi berprestasi dan mendorong keterlibatan siswa dalam proses pembelajaran.

**Kata Kunci:** Dukungan Guru; Konsep Diri Akademik; Keterlibatan Siswa; Kegiatan Belajar.



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## INTRODUCTION

Student's engagement in the school is a condition when the students get involved in the learning activities goodly and correctly which is seen from the skills and desires to conduct the learning process actively not only in academics but also in the non-academic activities. Student engagement is a psychological construct that consists of three domains such as cognitive, affective and behavior (Appleton, 2012; Phan, McNeil, & Robin, 2016; Seixas, Gomes, & Filho, 2016). The cognitive dimension refers to the self-regulation strategies which are used to complete the tasks (Collie et al., 2016). The affective dimension refers to affective dimension concern on pleasure and positive feeling to conduct all the learning activities in the school (Kim, Dar-Nimrod, & MacCann, 2015; Wang & Lieberoth, 2018). Furthermore, the behavior dimension covers the efforts which are shown on the completing task in the school environment, also out of the school (Hart, Stewart, & Jimmerson, 2011).

The student's engagement is a pivotal component due to the relationship with the student's achievements in the school, sense of belonging, obedience to the school's rules and ability to reduce juvenile delinquency. Moreover, the student's disengagement will affect negative behaviors such as lazy, truant, low academic achievement, and drop out of the school (Masika & Jones, 2015). However, the fact shows that although there are many negative impacts of disengagement, many students in the school show disengagement behavior, especially in the senior high school in Palopo city. As per the fact, it needs more serious attention to solve a certain problem.

The recent studies have examined the some factors which influence student's disengagement are parents, peers, teachers, also personal variables such as gender, self-concept, ages, and goal orientation, motivation, also school culture (Usher & Kober, 2012; Veigal & Almeida, 2012). The factors are categorized as the internal and external factor which contribute to the student's engagement in the school.

The teacher has an important role in the education process in the school, as the consequence, students get involved or dis-get involved is determined by the teacher's strategies to carry out the learning activities (Tam, 2014; Jagtap, 2015). Another finding shows that there is a relationship between the

school environment and the teacher's and friend's positive emotions which refer to the emotional supports. The student's engagement is mediated by the factors which are categorized as individual and psychological factors (Wang & Eccles, 2013). The gap between student's engagement and teacher's supports cause the researchers assumed that there is the relationship between the teacher supports and the student's engagement which is reinforced by moderator variable such as individual factor through academic self-concept.

Some research related to the relationship between teacher's supports and the student's engagement has been conducted such as (Chen, 2005; Lietaert et al., 2016; Rimm-Kaufman et al., 2016). However, the research related to the influence of teacher's support which is reviewed from emotional, affection supports on the student's engagement is finite. It is also, this research considers the individual factor such as academic self-concept as a moderator variable is needed. Based on the consideration, this research aims to find out the relationship between teacher's supports and the level of student engagement in the school while the academic self-concept is used as a moderator variable.

## METHOD

The method of this research uses a qualitative method through correlational design. The correlational design is used to know the extent of the effect of the variables under study not only in the direct influence but also indirect influence. This research uses the teacher's support variable and the student's engagement in the school which is moderated by the student's academic self-concept. The samples of this research are 150 students from some senior high schools in Palopo such as SMA 1, 2 and 3 which are elected through the proportional sampling method.

Student engagement variable is measured by Student Engagement in Schools Questionnaire (SESQ) which consists of indicators such as student's participation (the behavioral component), and affection indicator which consists of 8 items to measure the students feeling on the learning activities and the pleasant feeling in the school. It is also, the cognitive indicator that is measured through

student's self-regulated learning strategies, acceptance of the strategies, and the learning style (Wang & Holcombe, 2010). The result of reliability and validity test show that the score of reliability is 0.728 and the score of validity is 0,45.

The teacher support variable is measured by using the Perceived Teacher Academic Support Scale (PTASS) by Chen (2005). The scale is composed of 23 items which are consist of 3 components such as emotional supports, instrumental supports, and cognitive supports (Chen, 2005).

Furthermore, academic self-concept as the moderate variable is measured by using the academic self-concept scale (ASC) which consists of 19 items. The items measure 2 aspects such as student's self-confidence and student's efforts on academic activities. The result of the validity and reliability test shows the score of reliability test is 0.726 and the validity test is 0539. All the scales in this research use an adaptation Likert scale model with 1-4 answer choices.

The data analysis technique in this research uses interactional test or moderated regression analysis (MRA), this technique aims to find out the correlation between variable by using moderator variable (Lian, 2009).

## RESULT AND DISCUSSION

Based on the table description in table 2 shows the average (M) range and deviation standard (SD) from the teacher's supports variable, student's academic self-concept, and student's engagement in the school. As per the comparison between the average of the sample's score and the average range of variable's score indicate that the teacher's supports which are accepted by the students is medium category (M= 68.83), the score of academic self-concept variable is medium category (M= 38.59), and the score of the student's engagement is medium category M=69.14.

**Table 1.** The description of the research variables

	Range	M	SD
Teacher's Supports	23-92	68.83	4.32
Academic self-concept	14-56	38.59	3.32
Student's engagement	26-104	69.14	5.19

The result of the correlation test to find out through the Pearson product-moment method with  $p < 0,05$  as the significance criteria indicate that the teacher's supports correlate significantly and simultaneously on the student's engagement

in the school ( $r = 0,783$ ;  $p = 0,00$ ). It is also, academic self-concept and the student's engagement in the school is correlate significantly, the score of  $r = 0,809$  and  $p = 0,00$ .

**Table 2.** The Correlation between variables

	Teacher's Supports	Academic Self-Concept	Student's Engagement
Teacher's Supports	1	0,815**	0,783**
Academic Self-Concept	0,815**	1	0,809**
Student's Engagement	0,783**	0,809**	1

Note: \* $p < 0,05$ ; \*\* $p < 0,01$ .

Based on table 2, The result of the analysis shows that the effective contribution of the teacher support variable to student involvement in the school shows the coefficient of determination 61,3% ( $R^2 = 0.613$ ). Therefore, it can be concluded that teacher's supports gives influence as much as 61.3% to the student's engagement in the school and 38.7% is influenced by the other variables.

To point out the role of the moderator variable, the comparison of the determination coefficient is compared between the first equation and the second equation. The results indicate that the R square score in the first equation is 0.613 or 61.3 %. It can be concluded that the moderator variable such as the parent's supports affects the student's engagement in the school. Whereas, after the correlation test by using the moderator variable

in the second equation shows through academic self-concept find out that the coefficient of determination increases 0.723 or 72.3 %. It means that the moderator variable such as the student's academic self-concept strengthen the relationship between the teacher's supports and the student's engagement in the school

The recent studies related to the student's engagement in the school always focused on the role of teacher's engagement. This is because the teacher's supports determine student's engagement. The teacher's behavior such as coming to the class with enough preparation, mastery, and confidence in the delivery of material, the ability to communicate well, fairly, engage in teaching-learning discussions with students and provide opportunities for students to consult will cause students comfortable feeling and will increase student involvement on the learning process (Chen, 2005; Cvencek et al., 2017; Usher & Kober, 2012)

This research result indicates that the teacher's supports correlates positively to the student's engagement. This finding means that the higher level of support that is received by students from their teacher will increase the higher the level of engagement from the students. This finding is in the line of the previous studies from (Wang & Eccles, 2013; Wang & Lieberoth, 2018; Veigal & Almeida, 2012) which indicate that the teacher is the key role of the student's engagement in the school. This is because the teacher works directly in creating a class situation, designing an interactive class situation that encourages students to get involved actively in the class activities. So, it can be concluded that the teacher's supports positively correlate with the student's engagement in the school. The students who get the teacher's supports and concern, display more efforts and activities in academic performance. In contrast, students who perceive less or not get the teacher's support and concern, will show low self-confidence and not active in the learning process in the class (Cirik, 2015).

Social supports for students not only came from the teacher, but also from many sources such as families, society and peers. Therefore, on the learning context, the teachers can give acceptance, endorsement for students which can affect student's attitude and behavior (Riani, 2016; Zabala et al., 2015; Sulistiowati et al., 2018).

The teacher supports more towards on the interpersonal relationship in educating, which is realized on the some actions such as providing a place to participate, caring, respecting the values which is adopted by students, helping and accepting students so that students perceive in themselves that they are loved, cared for, valued and helped by their teacher (Prasetyo, Fathoni, & Malik, 2018; Rakhmawati, Susongko, & Rohmah, 2019). The teacher's duty in the school, not only transferring the knowledge, but also educating, teaching, exercising, and guiding the students.

The related study from previous research point out that the correlation between emotional supports from teacher and level of student's engagement in the school is mediated by individual characteristic factors and psychological factors (Wang & Eccles, 2013; Prasetyo, Fathoni, & Malik, 2018). It can be understood that the relationship between emotional supports and the students engaged in the learning activities will improve students' academic self-concept positively (Ramadhan, 2019; Dianto, 2018; Aristya & Rahayu, 2018; Kim, Dar-Nimrod, & MacCann, 2018).

The teacher supports and the student's involvement strengthens by moderator variable such as academic self-concept. This finding related form previous research that students who get teacher supports from their neighborhood, also their teacher will enhance student's self-confidence, motivation and decrease anxiety on the learning challenges. The certain condition means academic positive self-concept (Tracy et al., 2018; Gasser et al., 2018).

The academic self-concept is defined as assessment, presumption or evaluation of the person of her/his academic abilities (Marsh et al., 2018; Wimmer et al., 2018; Dicke et al., 2018; Fabian et al., 2018). The academic self-concept becomes factors that encourage student's involvement on the learning process. This is because the positive self-concept on the students can enhance their intrinsic motivation not only in the learning process but also in the social interactions (Klapp, 2018; Brandenberger & Hagenauer, 2017; Wolff et al., 2018; Fabian et al., 2018; Dicke et al., 2018).

Moreover, positive self-concept on the students encourages student's self-regulation and a high level of self-esteem. The psychological attributes promote the students to

get high achievement in the learning process. As per the consideration, it can be concluded that a positive self-concept affects the achievement motivation which directly contributes to the student's desire to contribute directly or indirectly in the learning activities. This finding is supported by some research that positive self-concept improves student's self-regulation in the learning process (Klapp, 2018; Cvencek et al., 2017; Lawrence & Saileela, 2019). One of the factors which have a strong relationship with the learning achievement and the students learning behavior. Therefore academic self-concept is able to be a moderator in the relationship between teacher support and also student involvement in school.

## CONCLUSION AND SUGGESTION

Based on the hypothetical test, it can be concluded that the teacher supports and the academic self-concept are correlated positively on the level of student engagement in the school. It is also, academic self-concept functions as a moderator variable. The teacher's supports especially emotional supports can improve academic self-concept more positive. This is because positive self-concept encourages student's self-regulation, achievement motivation, and pleasure feeling. Whereas, the three components are indicators of the student's engagement in the behavioral, emotional and cognitive aspects.

As per the findings, it is suggested that teachers should develop some approaches to encourage emotional supports for their students in the school. It is also, for the next researcher who wants to study related to the topic to explore qualitatively about others factor which influences students engagement in the school as much as 38,7%.

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