Teachers' Motivational Support, Academic Self-Efficacy and Academic Motivation: The SEM investigation of Naval Cadets' Engagement

Dewi Nurnindyah
Doctoral Program in Psychology, Universitas Surabaya
dnurnindyah@yahoo.com

Andrian Pramadi
Doctoral Program in Psychology, Universitas Surabaya
andrian@staff.ubaya.ac.id
(Corresponding Author)

Lena Nessyana Pandjaitan
Doctoral Program in Psychology, Universitas Surabaya
lnp@staff.ubaya.ac.id

Abstract

The success of the development of Navy Soldiers in terms of Tanggap, Tanggon, and Trengginas within the context of military education is influenced by the naval cadets' engagement during the learning process. This study aimed to test the conceptual model of the engagement of naval cadets in learning in terms of teachers' motivational support, academic self-efficacy, and academic motivation. The data obtained from 514 naval cadets and analyzed with SEM using the AMOS program. The scale of University Student Engagement Inventory (USEI), Patterns Adaptive Learning Strategies (PALS), Motivated Strategies Learning Questionnaire (MSLQ), and Teacher as Social Context Questionnaire (TASCQ) were utilized. The results showed that teachers' motivational support as social facilitators had a significant role in increasing the naval cadets' engagement in the context of military education through personal facilitators, namely academic self-efficacy and mastery goal orientation. Meanwhile, performance goal orientation did not have a significant contribution as a mediator. This study provided input to naval cadets, lecturers/educators, and military educational institutions to emphasize the importance of the role of teachers' support, academic self-efficacy, and academic motivation.

Keywords: *Indonesian naval cadets' engagement; teacher's motivational support; academic motivation; academic self-efficacy.*

Received 17 October 2023/Accepted 2 December 2023

Introduction

The concept of military education comprises shaping future leaders with both character and ability in academic and military fields (Juhary, 2015). Military education, in comparison to the educational programs at public universities, features a distinct and carefully crafted curriculum (Blum, 2014). This distinctiveness primarily lies in the subjects covered and the unique educational objectives, specifically aimed at producing Navy officers. Furthermore, the education setting demands several improvements from Indonesian naval (Akademi Angkatan Laut) cadets, including mastery of academic abilities, excellent physical achievement, and positive character as a leader.

This study was conducted in a military setting, specifically focusing on the first education of prospective Navy Officers from academy sources. Indonesian Navy officers who graduated from the academy play an essential role in strengthening the naval strength and sea power as the main components needed to transform the country into a Maritime State (Mahan in Witjaksono, 2017). The development of the Navy's human resources takes center stage during peacetime, and this priority is also implemented in several countries, including India and Singapore. In these countries, the quality of soldiers' education is crucial in determining the nation's survival. Human resource development through education is also one of the emphases of the Indonesian government in preparing professional and quality Navy personnel (Marsetio, 2014).

In Indonesia, one of the major military educational institutions dedicated to cultivating reliable and professional officers is the Naval Academy. The Indonesia naval academy operates with a vision of producing leaders of strong character who embody the qualities of being Tanggap, Tanggon and Trengginas (AAL, 2019). Tanggap denotes possessing a high level of intellect and professionalism within an individual's field. Tanggon signifies the expectation that an officer must exhibit a tough mentality in facing every trial and assignment. Furthermore, trengginas means having a healthy and strong physique to effectively carry out the assigned tasks. According to Pramudita (2016), military education is associated with high discipline and substantial pressure. Moreover, it also

imposes rigorous academic demands, leading to cadets experiencing dissatisfaction due to academic pressure. Pramudita (2016) stated that the adverse effects of the stress manifested in diminished interest in attending classes, productivity, and inability to achieve to full potential (mind response). This stress also manifests as a tendency to doze off in the classroom (body response) and the absence of maximum enthusiasm to follow the learning process (emotional response).

During Basic Military Training, AAL cadets often experience significant changes in their daily routines. These changes are closely tied to the dynamics of activities that deviate from the standard schedule. Furthermore, the additional activities sometimes do not match the schedule outlined in Persustar. The variability in these activities can lead to cadets experiencing fatigue, while there is still a need to perform other tasks, such as studying (Kurniasari, 2014). This condition increases their vulnerability to both physical and psychological stress, thereby affecting active participation in the classroom. These individuals are also obligated to excel in three aspects of assessment, including academic performance, personality, and physical fitness. These assessments play a crucial role in determining the promotion to the next level and the overall academic achievement during education (AAL, 2020).

Cadets are expected to have the ability to endure challenging conditions and still excel in their educational pursuits, demonstrating appropriate behavior and willingness to actively participate in daily activities from the naval academy (Hof, et al., 2022; Nurnindyah,et al., 2021). Based on these findings, high student engagement is imperative during military education, as it increases the ability to survive in less conducive situations and prevents the emergence of negative behaviors such as Intention to dropout during basic military training (Hof, et al., 2022). Skinner, et al (2009) revealed that it is part of the process of academic resilience and a source of energy that helps individuals in adapting to stressors, obstacles, or challenges faced. Student engagement can also facilitate the achievement of good academic performance and serve as a predictor of good learners (Wonglorsaichon, et al., 2014; Bear, et al., 2018; Marks, 2000).

According to Fredricks, et al., (2004), student engagement comprises three dimensions, namely behavioral, emotional engagement, and cognitive. The behavioral aspect describes participation in academic, social, and extracurricular activities. The emotional aspect focuses more on the level of positive and negative reactions to faculty, classmates, school lessons, and academic staff. Furthermore, cognitive engagement refers to the level of intellectual investment a person uses when learning, including being more purposeful, and having deep thinking when doing schoolwork. It also comprises the efforts that individuals expend to understand complex tasks and acquire difficult skills (Fredricks, et al., 2004).

Fredricks, et al., (2004) stated that student engagement was not essentially an innate trait, but rather a dynamic outcome of the interaction between individuals and social contexts. This concept is malleable and can be cultivated through individual interaction with their environment using activities that stimulate interest in the learning process. According to Lam, et al., (2012), students are actively engaged in behavioral, cognitive, and emotional aspects when obtaining clear instructional and socio-emotional support from teachers and/or peers. The quality of good relationships between lecturers and students is characterized by affection and the emergence of positive emotions (Reeve, 2012; Eccles & Roeser, 2009).

In academic settings, the three aspects of lecturer motivational support including autonomy support, structure, and involvement affected student motivation (Reeve, 2002). Furthermore, motivation serves as a driving force that influences an individual's behavior while learning and achieving success in school (Wentzel, 2012). The Goal Orientation Theory stated that there were two major sources (Ames, 1992; Nicholls, 1989), namely goal orientation to develop abilities (mastery goal orientation) and to demonstrate ability (performance goal orientation). According to Midgley, et al., (2000), both mastery goal orientation and performance goal orientation have a positive relationship with adaptive learning behavior.

Saeed & Zyngier (2012) reported that engaged students often experience an improved learning process by showing strong motivation from within themselves and displaying optimal results in academics. Motivation is one of the personal facilitators influencing engagement. Zumbrunn, et al., (2012) showed that academic motivation mediated the relationship between a conducive classroom environment and student engagement. Several individuals voluntarily chose to register and participate in the selection process for the AAL cadets program, and this affected their enthusiasm and motivation during learning. The students often experience a surge of positive emotions and feelings when selected as AAL cadets and succeeded in achieving their goal, namely undergoing education as a candidate for Navy Officers. Apart from academic motivation, personal facilitators with a significant influence include academic self-efficacy. The results showed that high academic self-efficacy affected learning and high learning achievement (Schunk & Pajares, 2009; Usher & Pajares, 2009). Furthermore, it acted as a mediator in a model test conducted by Sahil & Hashim (2011), on the effect of social support on adolescent cognitive engagement through academic self-efficacy.

Based on searches from researchers through google scholar, garba digital, and science direct about student engagement in military contexts especially in Indonesia, there are no previous reports on the engagement of students in military education especially for naval cadets. Student engagement in learning is a topic that is still being researched today. However, research on student engagement is mostly carried out in the context of general education starting from elementary school to higher education level (Groccia, 2018; Inayat, et al., 2020; Lam, et al.,2012; Beth, 2020; Wonglorsaichon, et al., 2014; Dogan, 2015). A review of student engagement in the context of military education abroad found two studies conducted by Blum (2014) and Frade & Veiga (2016). Blum's (2014) research used the Involvement theory from Astin (1984) which discussed about Model of Input-Environment-Outcome. While Frade, et al., (2016) used the concept of engagement from Schaufeli, et al., (2002). This study wants to explore about cadets' engagement in military context by applying the Self-System Motivational Model of Development

(SSMMD) approach, because SSMMD is the most comprehensive model to explain student engagement and there Is no research conducted in military context especially in Indonesia.

This study applied the Self-System Motivational Model of Development (SSMMD) to explain the influence of social context on student engagement through self-system processes. This model was developed by Skinner, et al., (2008). SSMMD is a development of the theory of Self System Processes (Connell & Wellborn, 1991) and Self Determination Theory (Deci & Ryan, 1985). Studies using the SSMMD approach include Dupont, et al., (2014), Fall & Roberts (2012), and Green, et al (2012). Dupont, et al., (2014) showed that there was a significant influence between the three dimensions of social context, including autonomy support, structure, and involvement on the three dimensions of student engagement through self-perception. Fall & Roberts (2012) found that perceptions of social context (teacher and parent support) could predict individual perceptions, including perceived control and identification of schools, thereby affecting academic and behavioral engagement. According to Green, et al., (2012), personal facilitators, namely academic motivation and positive self-concept, were able to predict attitudes toward school, which affected active participation in the learning process. The use of SSMMD in previous studies has been proven to increase student engagement but was more focused on the context of general education. The perspective of SSMMD theory is the most comprehensive explanation in elaborating on the concept of student engagement, but no studies have been found examining the application of this theory in a military context. In addition, researchers also want to obtain answers about the influence of social facilitators with personal facilitators who are more influential on the AAL cadets' engagement. The SSMMD model is shown in Figure 1.

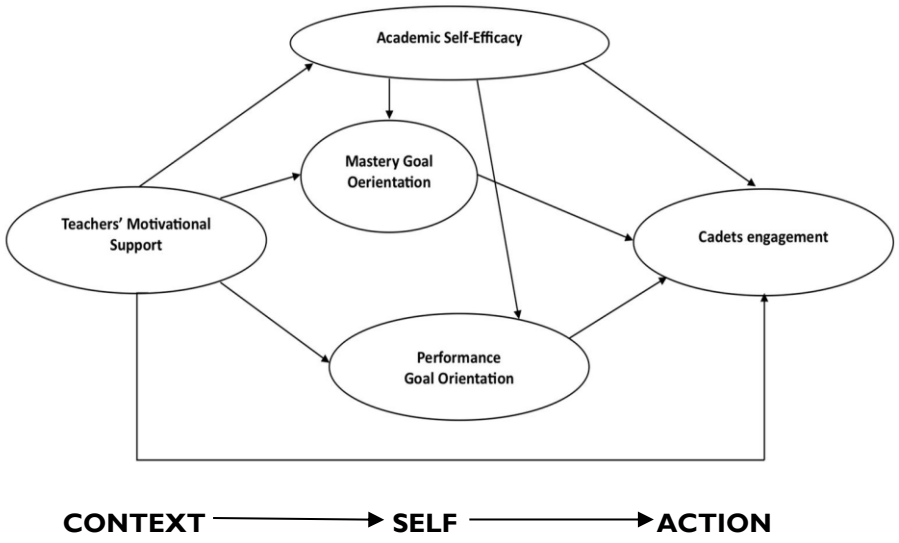

Figure 1. Self-system model of motivational development applied to cadets' engagement in learning. Adapted from Connell and Wellborn (1991); Skinner, et al. (2008, 2009).

The context and situation of this current study are different from general college education, thereby necessitating the conduction of an investigation in the setting. Therefore, this study aimed to conceptually test SSMMD on AAL cadets' engagement in learning in terms of academic self-efficacy, academic motivation, and teachers' motivational support. The proposed hypotheses are presented below:

1. There is a direct effect of teachers' motivational support on AAL cadets' engagement In learning
2. There is a direct effect of academic self-efficacy on AAL cadets' engagement in learning
3. There is a direct effect of mastery goal orientation on AAL cadets' engagement in learning
4. There is a direct effect of performance goal orientation on AAL cadets' engagement in learning
5. There is a direct effect of academic self-efficacy on mastery goal orientation
6. There is a direct effect of academic self-efficacy on performance goal orientation

7. There is an indirect effect of teachers' motivational support on AAL cadets' engagement mediated by academic self-efficacy
8. There is an indirect effect of academic self-efficacy on AAL cadets' engagement mediated by mastery goal orientation
9. There is an indirect effect of academic self-efficacy on AAL cadets' engagement mediated by performance goal orientation
10. There is an indirect effect of teachers' motivational support on AAL cadets' engagement mediated by mastery goal orientation
11. There is an indirect effect of teachers' motivational support on AAL cadets' engagement mediated by performance goal orientation

Method

Participants

The participants in this study consisted of first-level, second-level, and third-level cadets. The inclusion criteria were individuals aged 18 to 23 years and willing to partake in the procedures by filling out an informed consent sheet. The sample population comprised 514 people, consisting of 481 men and 33 women. These participants were selected using the total sampling technique, where all cadets in AAL were utilized.

Design and Procedure

This was a quantitative study, comprising three independent variables, namely lecturer motivational support as an antecedent, academic motivation (mastery goal orientation and performance goal orientation), and academic self-efficacy as a mediator. Meanwhile, the participation of AAL cadets in learning served as the dependent variable. Data collection was carried out through surveys using questionnaires from March to April 2023. The process was carried out both offline and online using Google Forms for AAL cadets who were not in the AAL environment. Sociodemographic variables (age, ethnicity, gender, and occupation of parents) were

completed after participants filled out the informed consent, before answering the questionnaire. This study was approved by the Ethics Committee of the University of Surabaya, with letter number 201/KE/XII/2022, which was valid from December 2022 until July 2023.

Instruments

AAL cadet engagement was measured using the University Student Engagement Inventory (USEI) developed by Maroco, et al., (2016). This scale was designed using the definition of student engagement according to Nystrand and Gamoran (1992) as well as the conceptualization of engagement in terms of three constructs that corresponded to behavioral, emotional, and cognitive dimensions (Fredricks, et al., 2004). Furthermore, the scale utilized consisted of 28 items with five answer choices (Very Appropriate, Appropriate, Somewhat Appropriate, Not Appropriate, Very Inappropriate). Assessment was then carried out using 111 participants, and the results showed a reliability coefficient of 0.946. The examples of item from questionnaire were : "Saya memperhatikan apa yang disampaikan dosen saat di kelas" (translated "I pay attention to teacher's explanation in class"), "Ketika saya di kelas, Saya menganggap itu merupakan suatu tugas atau kewajiban" (translated " When I was in class, it was like a duty or obligation"), "Saya biasanya mengerjakan tugas dengan tepat waktu" ("I usually doing my assignment on time").

Teachers' motivational support was measured using the Teacher as Social Context Questionnaire (TASCQ). This scale was developed by Belmont, Skinner, Wellborn & Connell (1992), and it measured the cadets' perceptions of the support provided by lecturers to the learning process consisting of autonomy, structure, and involvement support. In total, the scale included 18 items with five answer choices (Very appropriate, appropriate, somewhat appropriate, non-appropriate, very inappropriate). Assessment was carried out using 111 participants, and the results showed a reliability coefficient of 0.881. The examples of item from questionnaire were: "Dosen memberi kebebasan dalam mengatur studi saya" (translated " My teacher gives me a lot of choice about how I do my school work"), Dosen mendengarkan

pemikiran dan pendapat saya (translated "Teacher listen to my opinion and ideas"), "Dosen mengarahkan apa yang harus saya lakukan" (translated " It seems like my teacher is always telling me what to do").

Academic self-efficacy was measured using the Motivated Strategies Learning Questionnaire (MSLQ), which consisted of 8 items with five answer choices (Very Appropriate, Appropriate, Somewhat Conforming, Not Conforming, Highly Inappropriate). This scale was compiled by Pintrich & De Groot (1990) and developed by Duncan & McKeachie (2005) and was retested on 111 participants, with a reliability coefficient of 0.941. The examples of item from questionnaire were : "Saya percaya bahwa saya akan menerima nilai yang terbaik dalam mengikuti pendidikan di AAL" (translated "I believe I can receive an excellent grade during following cadets' military education"), "Saya yakin mampu memahami materi paling sulit selama di AAL" (translated " I believe I can understand the most difficult material in naval academy"), "Saya yakin dapat mengikuti kelas dengan baik" (translated " I expect to do well in this class").

Academic motivation was assessed using the Patterns Adaptive Learning Scales (PALS), which focused on Personal Goal Orientation and consisted of 10 items with five answer choices (Very Appropriate, Conforming, Somewhat Conforming, Not Conforming, Highly Incongruous). The scale had a reliability coefficient of 0.882 and was designed by Midgley, et al (1998) and revised in 2000. Academic orientation included two goal orientations, namely mastery goal and performance goal orientation. The scale was then retested using a total of 111 participants. The examples of item from questionnaire were: "Penting bagi saya untuk belajar berbagai konsep baru pada semester ini" (translated "It's important to me that I can learn a lot of a new concept In this year"), "Salah satu tujuan saya di kelas adalah belajar sebanyak hal yang saya bisa" (translated "One of my goals in class is to learn as much as I can"), "Salah satu tujuan saya adalah menunjukkan kepada orang lain bahwa saya pandai dalam tugas kelas" (translated "One of my goals is to show others that I'm good at my class work").

Data Analysis

The data analysis was carried out with SEM using the AMOS program version 24.0 to answer the study questions. SEM models could be divided into two main parts, namely Measurement and Structural Models. The Measurement Model was a subset of SEM that described the relationship between latent variables and their indicators. Meanwhile, the Structural Model described the relationship between latent variables or exogenous variables with latent variables (Ginting, 2009). SEM was an integrated approach of Confirmatory Factor Analysis and Path Analysis. It was also a statistical method that used a hypothesis testing approach, also known as Confirmatory (Wijanto, 2008). The stage of hypothesis or conformity testing between models with empirical data was expressed in the measure of Goodness of Fit (Ghozali, 2014; Hair, et al., 2014). A total of five indices were utilized as the main determinants of whether the measurement model was suitable. The absolute match index selected in this study consisted of (1) Goodness of Index (GFI), (2) Root Mean Square Error of Approximation (RMSEA), and (3) Residual Root Mean (RMR). The additional fit indices used included (4) Tucker-Lewis Index (TLI), and (5) Comparative Fit Index (CFI) (Hair, et.al., 2014). A model was said to be fit when the fit index met the norms listed in Table 1.

Table 1

Goodness of Fit Index

Goodness of Fit Measure	*Cut Off-Value*	Keterangan
Goodness of Index (GFI)	≥ 0,90	Fit model
Root Mean Square Error of Approximation (RMSEA)	≤ 0,08	Fit model
Root Mean Residual (RMR)	≤ 0,05	Fit model
Tucker-Lewis Index (TLI)	≥ 0,90	Fit model
Comparative Fit Index (CFI)	≥ 0,90	Fit model

Result

This study utilized a total of 514 participants, and their characteristics are presented in Table 2. The majority of them were males (93.57%) aged 21-23 (51.56%), and were from Java (73.93%). The dominant fathers' and mother's jobs were military/police (58.56%) and housewives (66.74%),

respectively. The results showed that the number of First Year Cadets was higher compared to Second Year and Third Year Cadets.

Table 2
Participants Characteristic

No	Participants Characteristic	Category	N	%
1	Age	18-20	249	48.44
		21-23	265	51.56
2	Gender	Male	481	93.57
		Female	33	6.43
3	Ethnicity	Java	380	73.93
		Non-Java	134	26.07
4	Fathers' occupation	Military	301	58.56
		Non Military	213	41.44
5	Mothers' occupation	Career woman	171	33.26
		Housewives	343	66.74
6	Cadets year	First Year	196	38.13
		Second Year	188	36.57
		Third Year	130	25.29

The distribution of data for each variable derived from the 514 participants is presented in Table 3. The descriptive analysis results showed that the respondents had high student engagement. This was indicated by the empirical average of student participation, which was higher compared to the hypothetical average. Based on the results, the motivational support of lecturers, mastery goal orientation, performance goal orientation, and academic self-efficacy were relatively high. These findings were indicated by the empirical average, which was higher than the hypothetical average.

Table 3
The Distribution of Variable Data

Variable	Research Data				Hipotetic Data			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Student engagement	28	140	122.13	13.682	28	140	84	18.666

Teachers' motivational support	18	90	74.03	10.278	18	90	54	12.000
Mastery Goal Orientation	5	25	22.58	2.512	5	25	15	3.333
Performance Goal Orientation	5	25	17.61	4,865	5	25	15	3.333

This study used structural equation modeling to examine how teacher motivational support, academic self-efficacy, and academic motivation contributed to cadet engagement. The model used several criteria to determine the goodness of fit model, namely (Ghozali, 2014; Hair, et al., 2014) Goodness of Index (GFI), RMSEA, RMR, Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Normed Fit Indices (NFI). The goodness of fit results of the study model are shown in Table 4.

Table 4
Goodness of Fit Model Results

Goodness of Fit Measure	*Cut off-Value*	Result	Decision
Goodness of Index (GFI)	≥ 0,9	0.867	Not Fit
Root Mean Square Error of Approximation (RMSEA)	≤ 0,08	0.063	Fit
Root Mean Residual (RMR)	≤ 0,05	0.173	Not Fit
Tucker-Lewis Index (TLI)	≥ 0,9	0.938	Fit
Comparative Fit Index (CFI)	≥ 0,9	0.945	Fit
Normed Fit Index (NFI)	≥ 0,9	0,924	Fit

According to the hypothesis model (see Figure 1), AAL cadets' perceptions of teachers' motivational support could predict academic self-efficacy and academic motivation, as well as influenced engagement in learning. The data analysis showed that the dimension of academic motivation had a significant effect on student engagement and could serve as a mediator, with a statistical relationship with mastery goal orientation ($\beta = 0.029$ with $p = 0.031$; $p < 0.05$). Meanwhile, performance goal orientation did not have a significant effect on the engagement of AAL cadets and did not function as a mediator between motivational support and cadet engagement in learning (β=-0.002 with $p = 0.520$; $p > 0.05$). Figure 2. The SEM model of AAL cadets' engagement in learning that has been tested in this study. The straight-line mark indicates the direct influence of the exogenous variable on the endogenous variable, while the dashed line

mark indicates the indirect influence of the exogenous variable on the endogenous variable mediated by the mediator variable.

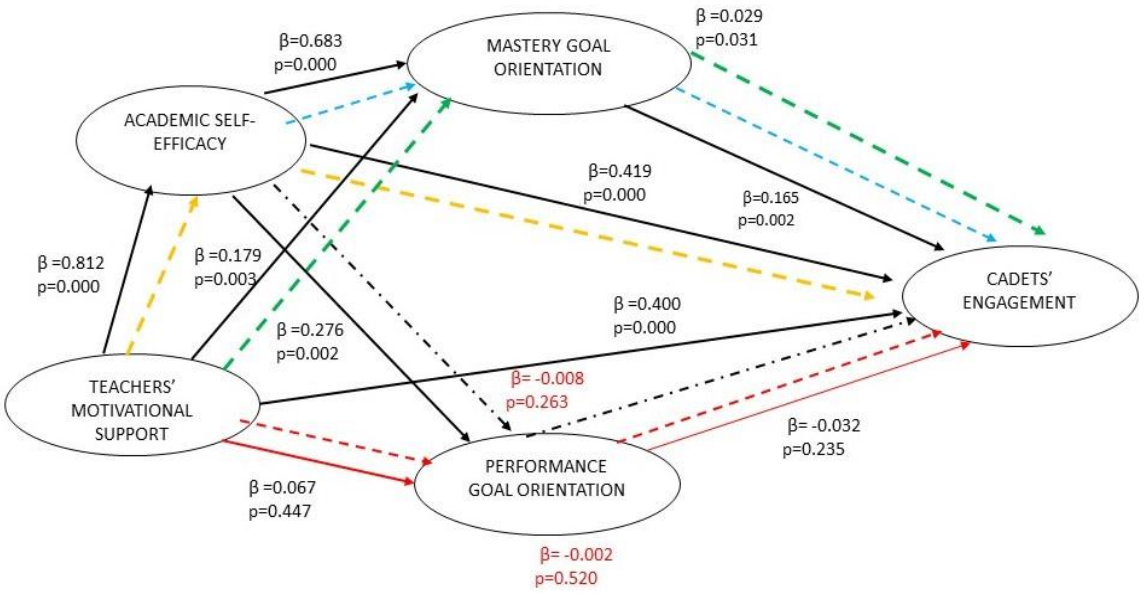

Figure 2. SEM results : Model of Cadets engagement in military education

The direct effect of teachers' motivational support on AAL cadets' engagement in learning

Based on the results of data analysis, lecturer motivational support had a significant effect on the engagement of AAL cadets (β = 0.400 with p = 0.000; p < 0.05). The results showed that increasing the perception of AAL cadets towards lecturer motivational support increased the participants' engagement in learning.

The direct effect of academic self-efficacy on AAL cadets' engagement In learning

The results of data analysis showed a direct effect of academic self-efficacy on the engagement of AAL cadets ($\beta = 0.419$ with $p = 0.000$; $p < 0.05$). Furthermore, it had a significant effect on the participant's engagement in learning.

The direct effect of mastery goal orientation on AAL cadets' engagement In learning

Based on the data analysis, mastery goal orientation had an effect on the engagement of AAL cadets ($\beta = 0.165$ with $p = 0.002$; $p < 0.05$). Furthermore, the results showed that it had a significant effect on the participants' engagement.

The direct effect of performance goal orientation on AAL cadets' engagement in learning

The data analysis results showed that the hypothesis, namely performance goal orientation had an effect on the engagement of AAL cadets was rejected ($\beta = -.032$ with $p = 0.235$; $p > 0.05$). Furthermore, it did not affect the engagement of the participants.

The direct effect of academic self-efficacy to mastery goal orientation

Based on the results of the data analysis, academic self-efficacy affected mastery goal orientation ($\beta = 0.683$ with $p = 0.000$; $p < 0.05$). Furthermore, it had a significant effect on mastery goal orientation.

The direct effect of academic self-efficacy on performance goal orientation

The data analysis showed that self-efficacy affected the performance goal orientation ($\beta = 0.276$ with $p = 0.002$; $p < 0.05$). This indicated that it had a significant effect on the variable.

The indirect effect of teachers' motivational support on AAL cadets' engagement mediated by academic self-efficacy

Motivational support of lecturers affected the engagement of AAL cadets with academic self-efficacy as an accepted mediator (β = 0.340 with p = 0.000; p < 0.05). This indicated that it influenced the engagement of AAL cadets with academic self-efficacy as the mediator.

The indirect effect of teachers' motivational support on AAL cadets' engagement mediated by mastery goal orientation

Based on the results of data analysis, the motivational support of lecturers affected the engagement of AAL cadets with mastery goal orientation as a mediator (β = 0.029 with p = 0.031; p < 0.05). This indicated that it had a significant effect on the engagement of AAL cadets with mastery goal orientation as a mediator.

The indirect effect of teachers' motivational support on AAL cadets' engagement mediated by performance goal orientation

The hypothesis stating that the motivational support of lecturers affected the engagement of AAL cadets with performance goal orientation as a mediator was rejected (β = -0.002 with p = 0.520; p > 0.05). Based on this finding, performance goal orientation could not function as a mediator between teachers' motivational support for the engagement of AAL cadets.

The indirect effect of academic self-efficacy on AAL cadets' engagement mediated by mastery goal orientation

Based on the results of data analysis, academic self-efficacy affected the engagement of AAL cadets with mastery goal orientation as an accepted mediator (β = 0.113 with p = 0.003; p < 0.05). This indicated that it influenced the engagement of AAL cadets with mastery goal orientation as a mediator.

The indirect effect of academic self-efficacy on AAL cadets' engagement mediated by performance goal orientation

The hypothesis stating that academic self-efficacy affected the engagement of AAL cadets with performance goal orientation as a mediator was rejected (β = -0.008 with p = 0.263; p > 0.05). Based on this finding, performance goal orientation could not function as a mediator between academic self-efficacy and the engagement of AAL cadets.

Next, researchers conducted an additional analysis, namely post hoc analysis with bootstrapping. The purpose of post hoc analysis by bootstrapping is to find out how strong or significant the relationship between various variables is. The analysis was carried out on three indirect effect hypothesis tests consisting of:

The indirect effect of teachers' motivational support on AAL cadets' engagement mediated by academic self-efficacy

The results showed that the effect of lecturer motivational support on the involvement of AAL cadets through academic self-efficacy obtained an indirect effect value of 0.421 with a bootstrapping coefficient value (CI 95%) of 0.326 - 0.540 for a significant value or p value of 0.001. This shows that there is an indirect influence between the teachers' motivational support on the AAL cadets' engagement through academic self-efficacy.

The indirect effect of teachers' motivational support on AAL cadets' engagement mediated by mastery goal orientation

The results showed that the influence of teacher's motivational support on the AAL cadets' engagement by mastery goal orientation obtained an indirect effect value of 0.273 with a bootstrapping coefficient value (CI 95%) of 0.131 - 0.432 for a significant value or p value of 0.003. This shows that there is an indirect influence between the teachers' motivational support on the AAL cadets' engagement through mastery goal orientation.

The indirect effect of academic self-efficacy on AAL cadets' engagement mediated by mastery goal orientation

The results showed that the influence of teachers' motivational support on the AAL cadets' engagement by mastery goal orientation obtained an indirect effect value of 0.203 with a bootstrapping coefficient value (CI 95%) of 0.040 - 0.401 for a significant value or p value of 0.004. This shows that there is an indirect influence between academic self-efficacy and the AAL cadets' engagement through mastery goal orientation.

Discussion

This study aimed to conceptually test SSMMD on the engagement of AAL cadets in learning in terms of academic self-efficacy, academic motivation, and motivational support of lecturers. The results showed that the model of engagement of AAL cadets in learning was supported by empirical data. In the military context, the application of the SSMMD model could increase participation by optimizing the role of lecturers mediated by academic self-efficacy and mastery goal orientation. These findings are consistent with Dupont, et al (2014) who utilized the SSMMD model to examine the influence of social context and self-perception on student engagement in Belgian University students. The results showed that there was a significant influence between the three dimensions of social context, namely structure, autonomy support, and involvement on the three dimensions of student involvement through self-perception. Dupont, et al., (2014) stated that the closest social context with a significant influence on the learning process was lecturer support. Furthermore, lecturer support contributed positively to increased student engagement (Alrajeh, et al., 2020; Guvenc 2015; Jang, et al., 2010; Kiefer, et al. 2015; Iglesias-Garciaa, et al., 2019), and it served as the contextual factor in this current study. Lecturers had a major role in efforts to increase the engagement of cadets in learning because the intensity of interaction with them was higher compared to parents. The majority of the participant's time was spent at AAL, indicating that the role of educators and caregivers was a major factor and could replace the role of parents.

According to Skinner, et al., (2009), student engagement was an interaction between individuals and social contexts and was not a trait or innate behavior of individuals. These results were in line with Guvenc (2015) and Iglesias-Garcia, et al., (2020) that lecturer motivational support affected behavioral, emotional, and cognitive engagement. The engagement of AAL cadets was formed when individuals engaged with tasks and interacted with lecturers during the learning process. This was in line with the opinion of Fredricks, et al (2004) who stated that student participation was a function of interaction between individuals and social contexts. Furthermore, this variable was malleable, indicating that it could be learned and familiarized through individual interactions in their environment. The more often activities according to Persustar were familiarized, carried out, and learned, the higher the engagement during learning. AAL cadets learned the habits and rules set by Persustar when undergoing education. The context of military education had educational objectives and curricula that had been set to be implemented to produce Navy Officers, namely Tanggap, Tanggon, and Trengginas.

Skinner and Belmont (1993) stated that high student engagement was obtained when lecturers could meet basic individual needs while teaching, and these included autonomy, structure, and engagement support. This comprised the ability of the lecturers to give positive responses and feedback, as well as provide clear expectations for social and academic behavior expected of students. The condition could affect the perceptions of the norms that were applied in the classroom and to the teachers, thereby correlating positively with behavioral, emotional, and cognitive engagement (Fredricks, et al., 2002).

The results showed that there was a positive correlation between motivational support and the student engagement dimension. Aspects of teacher autonomy support and structure were associated with dimensions of behavioral engagement and emotional engagement (Jang, Reeve, & Deci, 2010). A student could satisfy the need for competence due to the presence of a more structured learning experience. The structure was related to the amount of information obtained to achieve optimal learning outcomes. A lecturer was expected to be able to communicate the

expectations to the learners clearly, provide consistent responses, and adjust the teaching method to the learners' ability. Autonomy support was related to the freedom given to students to determine their behavior while facilitating between school activities and interests. This type of support helped them become independent learners. Furthermore, this condition was also experienced by AAL cadets who had a busy life during education and had to repeat the material provided independently in their spare time. They also asked or consulted directly with colleagues or seniors who mastered certain materials or skills when faced with difficulties. Cadets showed a strong effort and desire to understand the material or skills that should be mastered covering three aspects of academic assessment, similarity, and personality.

In the context of military education, lecturers played a major role in the teaching and learning process in the classroom. Therefore, lecturers in this context must have interactive and innovative learning strategies or methods to increase cadet's engagement. The approach taken by the teacher was to make the classroom atmosphere more conducive and prevent boredom. The feeling of boredom during the teaching and learning process often led to the appearance of uninvolved behaviors, such as lack of concentration, drowsiness, decreased motivation, and looking less excited. Student engagement had a positive contribution related to academic achievement, learning quality indicators, protective factors for the emergence of negative behavior, and preventing school dropouts (Lei & Cui, 2018; Wonglorsaichon, et al., 2014; Bear, et al., 2018; Fredricks, et al., 2004; Finn, et al., 2012). It was also part of the process of academic resilience and a source of energy that assisted individuals in adapting to stressors, obstacles, or challenges encountered (Skinner, et al., 2009). This opinion was in line with Alrashidi, et al. (2016) who stated that student engagement was related to resilience ability, characterized by the capacity to persevere, bounce back when experiencing difficulties, and stay motivated.

Similar studies examining the relationship between faculty support and student engagement included Jang, et al., (2010); Roorda, et al., (2015); Fernandez-Zabala, et al., (2015); Maulana, et al (2016): Stroet, et al (2013). The results showed that when educators could meet individual

psychological needs in the learning process, it often increased student engagement. Furthermore, the variable could become more optimal when lecturers fulfilled autonomy, competence, and interconnectedness with others (Connell & Wellborn, 1991; Stroet, et al., 2013). When the basic needs of individuals were met through the motivational support of lecturers in the learning process, it increased positive perceptions of themselves, one of which was related to academic self-efficacy. Several studies revealed that academic self-efficacy increased when individuals obtained positive support and acceptance from the school environment, such as motivational support from lecturers. This was supported by a report showing that motivational support had a significant influence on academic self-efficacy. Military lecturers had a role in increasing the confidence of AAL cadets in participating in the educational process, namely by motivating them to stay excited and give positive appreciation during the exhibition of positive behavior. The response, both in the form of treatment and words from authority figures, in this case, lecturers and caregivers was meaningful for AAL cadets. When acceptance and positive responses were given, this affected self-assessment and increased confidence in one's abilities. Furthermore, the possession of confidence by AAL cadets in their ability to undergo education could affect the level of engagement and the achievement of optimal learning goals.

Military education lecturers as authority figures had a dominant role, namely superiors and educators of AAL cadets. Based on the Special Regulation for Cadets (Persustar), cadets were placed as subordinates of all educators (teachers, trainers, and caregivers) both military and civilian when attending or receiving lessons, training, or upbringing. During the learning process both in the classroom and outside the classroom, there were limits and distances with rank strata between the lecturers and students. Lecturers who taught in military educational institutions were required to be able to interact with two cultures. They had to interact with military culture, which was synonymous with strict discipline and a work climate that referred to hierarchy and work order based on unity of command.

This problem was expected to affect the quality of the relationship between lecturers and cadets while carrying out the teaching and learning process. AAL cadets in military education settings were subordinate to lecturers, while ideally in college education settings, students had equality and did not position students as subordinates. Furthermore, students were adults who had the right to express themselves but must fulfill the duties assigned by the educator. This hierarchical limitation did not hinder the quality of good relations between lecturers and AAL cadets. These were the values instilled by educational institutions related to Military Hierarchy and Honor that a soldier must respect and submit to superiors and not disobey superiors' orders.

The quality of good relationships between lecturers and students was characterized by engagement and positive affection, and this served as the foundation for the development of motivation and engagement (Reeve, 2012; Eccles & Roeser, 2009). In academic settings, the three aspects of motivational support of lecturers satisfied individual psychological needs and affect student motivation (Reeve, 2002). Furthermore, motivation directed individual behavior when learning and achieving success in school (Wentzel, 2012). Goal Orientation Theory emphasized the goals of motivated individuals or those underlying their behavior while learning (Ames, 1992; Nicholls, 1989). According to previous studies, there were two sources of driving force associated with goal orientation, namely the goal to develop oneself (mastery goals orientation) and the goal to demonstrate ability (performance goal orientation). The results of this study showed that mastery goal orientation had a positive contribution to increasing the engagement of AAL cadets in learning. When a person had a mastery orientation, challenges were often seen as opportunities to learn. Individuals also sought to complete tasks and actively participated in the learning process (Yorke & Knight, 2004).

The context of military education required AAL cadets to master knowledge and skills as a Navy Soldier. AAL focused more on developing the competence of cadets as a prospective Navy Officer. Based on the results of Saeed & Zyngier's (2012) studied, intrinsic motivation in individuals was positively correlated with authentic engagement. This was supported by the findings of this

study that when the participants had a mastery goal orientation, they focused more on efforts to understand and master certain materials or skills comprising behavioral, emotional, and cognitive aspects. Engaged participants worked hard and strived to achieve academic achievement and understand what was learned, while disengaged individuals participated in learning activities without interest and commitment. The majority of cadets attended military education based on their interests and of choice, thereby affecting the level of engagement. The absence of this element of compulsion was a strong reason for AAL cadets to focus and be eager to achieve the initial goal of becoming a military officer. Therefore, the pattern of belief was more aimed at mastering material or skills as a military soldier. The results of this study were in line with Green, et al (2012), that academic motivation could predict attitudes toward school that affected student engagement, as seen from individual participation and activeness.

The possession of performance goal orientation increased the participants' focus on trying to show their competence to others and get recognition from others. This made them less focused on absorbing material or mastering skills during the learning process. In the context of military education, which was a total institution, each AAL cadet had the same position, was treated equally, and was required to replicate this approach, rather than competing. The institution aimed to build an atmosphere of togetherness and coexistence to create the spirit of esprit de corps (mutual support and strengthening). This condition distinguished military education from higher education, where the learning situation allowed competition between individuals and did not focus on togetherness. This emphasis on togetherness aimed to make cadets care and pay attention to classmates, juniors, and seniors. Furthermore, mastery of basic abilities and skills as a candidate for a Navy soldier must also be fulfilled. Consequently, individuals tried to meet the demands of the environment by changing their behavior due to the need for acceptance. This was called conformity, which had the understanding of changing a people's behavior to be accepted by their group, covering two aspects, namely obedience and acceptance (Myers, 2012). This condition caused the belief pattern that performance goal orientation did not correlate with the engagement of AAL cadets in learning. The obedience and acceptance of AAL cadets was

due to the background of the regional origins, such as Java. Javanese people were known to be obedient and accepted everything that happened to them (nrimo ing pandum) (Susetyo, 2006). Furthermore, Javanese culture emphasized the collective self with a characteristic feeling of human connection with each other. According to Baron & Byrne (2004), the social self consisted of two components, namely derived from interpersonal relationships and membership in larger groups, such as race, ethnicity, or culture. The social self was awakened in a relational context with a cultural environment that had a strong influence on cadets in this case military culture. The form of compliance of AAL cadets was also influenced by the family environment, most of whom came from families with military backgrounds. The family in this case were parents, who had accustomed and prepared their children well to succeed when undergoing education (Goode in Prameswari, 2004). In the context of military education, the education system through the motivational support of lecturers formed the engagement of AAL cadets in learning with a pattern of habituation of attitudes and behaviors according to the demands of educational institutions supported by academic self-efficacy and mastery goal orientation.

Conclusion

In conclusion, the application of the Self System Model of Motivational Development in the context of military education was first tested in this study. The results showed that the motivational support of lecturers had a significant influence on the engagement of AAL cadets in learning supported by the confidence of the students in their ability to face problems while undergoing military education and the desire to master the material and skills as Navy soldiers. The participants' trust in their abilities could not be separated from the role of lecturers as facilitators and role models. Based on hierarchy, the lecturers were superiors, while the cadets were subordinates. In the context of military education, the facilitators were able to concurrently serve as superiors and educators who facilitated the students to master skills and knowledge as prospective Navy soldiers. Apart from academic self-efficacy, another variable that mediated the motivational support for increasing engagement in learning was the use of mastery

goal orientation while undergoing education. The participation of AAL cadets in learning was high due to the influence of the social context, namely the role of lecturers as superiors who directly formed, familiarized, and motivated AAL cadets to be actively involved when undergoing the educational process. Furthermore, the choice to attend education was a careful decision and consideration from the individual because it affected future goals and careers. Parents' work backgrounds and regional (ethnic) origins also contributed to increasing the engagement of AAL cadets in learning.

Reference

AAL. (2020). *Peraturan khusus taruna akademi angkatan laut (persustar).* Peraturan Gubernur AAL Nomor 3 Tahun 2020.

Alrajeh, T. S., & Shindel, B. W. (2020). Student engagement and math teachers support. *Journal on Mathematics Education, 11*(2), 167-180. doi: 10.22342/jme.11.2.10282.167-180

Alrashidi, O., Phan, H. P., & Ngu, B. H. (2016). Academic engagement: An overview of its definitions, dimensions, and major conceptualisations. *International Education Studies, 9*(12), 41–52. doi: 10.5539/ies.v9n12p41

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*, 261-271. doi: 10.1037/0022-0663.84.3.261

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25*(4), 297-308.

Baron, R.A., & Byrne, D. (2004). *Psikologi sosial (terjemahan).* Erlangga.

Bear, G.G., Yang, C., Chen, D., He, X., Xie, J.-S., & Huang, X. (2018). Differences in school climate and student engagement in china and the united states. *Journal of the Division School Psychology*, *33*(2), 323-335. doi: 10.1037/spq0000247

Belmont, M., Skinner, E., Wellborn, J., & Connell, J. (1992). *Teacher as social context: A measure of student perceptions of teacher provision of involvement, structure, and autonomy support (technical report).* University of Rochester.

Beth, A. K., Lee, Y., Finnessey, S., & Liu, J. (2020). Inquiry-based learning as a facilitator to student engagement in undergraduate and graduate social work programs. *Teaching & Learning Inquiry*, *8*(1), 187-207. doi: 10.20343/teachlearninqu.8.1.13

Blum, S. (2014). Engagement of students at united states air force academy. *American Society for Engineering Education*, 1-34. doi: 10.18260/1-2--20377

Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy, and relatedness: A motivational analysis of self system processes. *Self-processes and development: Minnesota Symposium on Child Psychology, 23,* 43-77.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self determination in human behavior*. Plenum Press. doi: 10.1007/978-1-4899-2271-7

Dogan, U. (2015). Student engagement, academic self-efficacy and academic motivation as predictors of academic performance. *Anthropologist*, *20*(3), 553-561. doi: 10.1080/09720073.2015.11891759

Duncan, T., & McKeachie, W. J. (2005). The making of the motivated strategies for learning questionnaire. *Educational Psychologist*, *40*(2), 117-128. doi: 10.1207/s15326985ep4002_6

Dupont, S., Galand, B., Nils, F., & Hospel, V. (2014). Social context, self-perceptions and student engagement: A sem investigation of the self-system model of motivational development (ssmmd). *Electronic Journal of Research in Educational Psychology*, *12*(1), 5–32. doi: 10.14204/ejrep.32.13081

Eccles, J. S., & Roeser, R. W. (2009). Schools, academic motivation, and stage-environment fit. In Lerner, R.M., Steinberg, L. (eds). *Handbook of Adolescent Psychology,* 404-434. doi: 10.1002/9780470479193.adlpsy001013

Fall, A. M., & Roberts, G. (2012). High school dropouts: Interactions between social context, self-perceptions, school engagement, and student dropout. *Journal of Adolescence*, *35*(4), 787–798. doi: 10.1016/j.adolescence.2011.11.004

Fernández-Zabala, A., Goñi, E., Camino, I., & Zulaika, L. M. (2015). Family and school context in school engagement. *European Journal of Education and Psychology*, *9*(2), 47–55. doi: 10.1016/j.ejeps.2015.09.001

Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? why does it matter?. In S. L. Christenson, A. L. Reschly, & C. Wylie (eds). *Handbook of Research on Student Engagement,* 97-131. doi: 10.1007/978-1-4614-2018-7_5

Frade Sílvia, A., Vinhas, B., & Veiga, F. H. (2016). *Students' Engagement in School: International Perspectives of Psychology and Education.* 978–989. https://repositorio.ul.pt/bitstream/10451/29232/1/E-book_Envolvimento_dos_alunos_na_escola_2016-%281%29-287-299.pdf

Fredricks, J. A., & Eccles, J. S. (2002). Children's competence and value beliefs from childhood to adolescence: Growth trajectories in two "male-typed" domains. *Journal of Developmental Psychology*, *38*, 519-533. doi: 10.1037/0012-1649.38.4.519

Fredricks, J. A., Blumenfeld, P. C., & Paris A. (2004). School engagement: potencial of the concept, State of Evidence. *Review of educational Research*, *74*, 59-119. doi: 10.3102/00346543074001059

Ghozali, I. (2014). *Structural equation modeling metode alternatif dengan partial least square (pls)*. Universitas Diponegoro.

Ginting, D. Br. (2009). Structural equation model (sem). *Media Informatika, 8*(3), 121-134.

Green, J., Liem, G. A. D., Martin, A. J., Colmar, S., Marsh, H. W., & McInerney, D. (2012). Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. *Journal of Adolescence, 35*(5), 1111–1122. doi: 10.1016/j.adolescence.2012.02.016

Groccia, J. E. (2018). What is student engagement?. *New Directions for Teaching and Learning, 2018*(154), 11-20. doi: 10.1002/tl.20287

Guvenc, H. (2015). The relationship between teachers' motivational support and engagement versus disaffection. *Educational Sciences: Theory & Practice*, *15*(3), 647-657.

Hair, J. F. J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis (7th edition)*. Pearson Prentice Hall.

Hof, T., Zuidema, P. M., & Pennings, H. J. M. (2022). Quality of life, psychosocial characteristics, and study skills affecting recruits' intention to quit basic military training. *Military Psychology*, *00*(00), 1–13. doi: 10.1080/08995605.2022.2124790.

Iglesias-Garcíaa, M.-T., Maulana, R., Fernández-Garcíaa, C.-M., & García-Pérez, O. (2019). Psicología educativa teacher as social context (tasc) questionnaire in the spanish setting. *Psicología Educativa*, *25*(2), 1–10.

Inayat, A., & Ali, D. A. Z. (2020). Influence of teaching style on students' engagement, curiosity and exploration in the ccassroom. *Journal of Education and Educational Development*, *7*(1), 87. doi: 10.22555/joeed.v7i1.2736

Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology, 102*, 588-600. doi: 10.1037/a0019682

Juhary, J. (2015). Understanding military pedagogy. *Procedia - Social and Behavioral Sciences*, *186*, 1255–1261. doi: 10.1016/j.sbspro.2015.04.104

Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. *RMLE Online*, *38*(8), 1–18. doi: 10.1080/19404476.2015.11641184

Kurniasari, A. (2014). *Coping stress taruni dalam menempuh pendidikan militer di akademi angkatan laut.* Abstrak Temu Ilmiah Nasional Psikologi Psychofest Fakultas Psikologi Unair.

Lam, S.-f., Wong, B. P. H., Yang, H., & Liu, Y. (2012). Understanding engagement with a contextual model. In Sandra L. Christenson (eds). *Handbook of Research on Student Engagement,* 403-419. Springer. doi: 10.1007/978-1-4614-2018-7_19

Lei, H. & Cui, Y. (2018). Relationship between student engagement and academic performance: A meta-analysis. *Social Behavior and Personality An International Journal*, *46*(3), 517-528. doi: 10.2224/sbp.7054

Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high cchool years. *American Educational Research Journal, 37*(1). doi: 10.3102/00028312037001153

Maroco, J., Maroco, A. L., Bonini Campos, J. A. D., & Fredricks, J. A. (2016). University student's engagement: Development of the university student engagement inventory (USEI). *Psicologia: Reflexao e Critica*, *29*(1). doi: 10.1186/s41155-016-0042-8

Marsetio. (2014). *Tni angkatan laut berkelas dunia: Paradigma baru*. Markas Besar TNI Angkatan Laut.

Maulana, R., Helms-Lorenz, M., Irnidayanti, Y., & van de Grift, W. (2016). Autonomous motivation in the indonesian classroom: Relationship with teacher support through the lens of self-determination theory. *Asia-Pacific Education Researcher*, *25*(3), 441–451. doi: 10.1007/s40299-016-0282-5

Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L., Urdan, T., Anderman, L. H., Anderman, E., & Roeser, R. (1998). The development and validation of scales assessing students' achievement goal orientations. *Contemporary Educational Psychology, 23*, 113-131.

Midgley, C., Maehr, M. L., Hruda, L. Z., Anderman, E., Anderman, L., Freeman, K. E., Gheen, M., Kaplan, A., Kumar, R., Middleton, M. J., Nelson, J., & Roeser, R. (2000). *Manual for the patterns of adaptive learning sciences (pals).* Retrieved from http://websites.umich.edu/~pals/PALS%202000_V13Word97.pdf

Myers, D. G. (2012). *Psikologi sosial (edisi 10)*. Salemba Humanika.

Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Harvard University Press.

Nurnindyah, D., Pramadi, A., & Pandjaitan, L. (2021). Student engagement in military education. *International Conference on Psychological Studies (ICPsyche 2021)*, *1,* 181-192. doi: 10.5220/0010810300003347

Nystrand, M., & Gamoran, A. (1992). Instructional discourse, student engagement, and literature achievement. *Source: Research in the Teaching of English*, *25*(3), 261–290.

Pintrich, P. R., & Groot, E. V. De. (1990). Motivational and self-regulated learning components of classroom. *Journal of Educational Psychology*, *82*(1), 33–40. doi: 10.1037/0022-0663.82.1.33

Prameswari, E. (2004). *Peran keluarga dalam pendidikan taruna di akademi tni al (AAL) surabaya sebagai satu institusi pendidikan bercirikan total institution*. Yayasan Obor Indonesia.

Pramudita, A. S. (2016). Pengaruh emotional intelligence training terhadap stres akademik taruna akademi angkatan laut. *Thesis*. Universitas Surabaya.

Reeve, J. (2002). Self-determination theory applied to educational settings. In E.L. Deci & R.M. Ryan (Eds), *Handbook of self determination research*, 183-203. The University of Rochester Press.

Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement*, 149–172. Springer Science + Business Media. doi: 10.1007/978-1-4614-2018-7_7

Roorda, D. L., Jak, S., Zee, M., Oort, F. J., & Koomen, H. M. Y. (2017). Affective teacher-student relationships and students' engagement and achievement: A meta-analytic update and test of the mediating role of engagement. *School Psychology Review*, *46*(3), 239–261. doi: 10.17105/SPR-2017-0035.V46-3

Saeed, S. & Zyngier, D. (2012). How motivation influences student engagement: A qualitative case study. *Journal of Education and Learning, 1*(02), 252–267. doi: 10.5539/jel.v1n2p252

Sahil, S. A. S., & Hashim, R. A. (2011). The roles of social support in promoting adolescents' classroom cognitive engagement through academic self-efficacy. *Malaysian Journal of Learning and Instruction*, *8*, 49–69. doi: 10.32890/mjli.8.2011.7626

Schaufeli, W., Salanova, M., Gonzales-Roma, V., & Bakker, A. (2002). The measurement of engagement and burnout: A confirmative analytic approach. *Journal of Happiness Studies, 3*, 71–92. doi: 10.1023/A:1015630930326

Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school*, 35–53. Routledge/Taylor & Francis Group.

Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement, 69*(3), 493-525. doi: 10.1177/0013164408323233

Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic. *Journal of Educational Psychology*, *100*(4), 765–781. doi: 10.1037/a0012840

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom : reciprocal effects of teacher behavior and student across the school year. *Journal of Educational Psychology*, *85*(4), 571-581. doi: 10.1037/0022-0663.85.4.571

Stroet, K., Opdenakker, M. C., & Minnaert, A. (2013). Effects of need supportive teaching on early adolescents' motivation and engagement: A review of the literature. *Educational Research Review*, *9*, 65–87. doi: 10.1016/j.edurev.2012.11.003

Susetyo, D. P. B. (2006). Identitas sosial orang jawa: Studi deskriptif pada mahasiswa Jawa. *Jurnal Psikodimensia*, *5*(1).

Usher, E. L., & Pajares, F. (2009). Sources of self-efficacy in mathematics: A validation study. *Contemporary Educational Psychology*, *34*(1), 89-101. doi: 10.1016/j.cedpsych.2008.09.002

Wentzel, K. R. (2012). *Teacher-student relationships and adolescent competence at school*. In Wubbels,T., den Brock, P., van Tartwijk, J., & Levy, J.(eds.), Interpersonal relationships in education:An overview of contemporary research, *3*, 19–35. Boston, MA: Sense Publishers. doi: 10.1007/978-94-6091-939-8_2

Wijanto, S. H. (2008). *Structural equation modeling dengan lisrel 8.8: Konsep dan tutorial*. Graha Ilmu.

Witjaksono. (2017). *Reborn maritim indonesia: Perspektif sistem ekonomi kelautan terintegrasi (SEKTI)*. PT Adhi Kreasi Pratama.

Wonglorsaichon, B., Wongwanich, S., & Wiratchai, N. (2014). The influence of students school engagement on learning achievement: A structural equation modeling analysis. *Procedia-Social Behavioral Sciences,* 116, 1748-1755. doi: 10.1016/j.sbspro.2014.01.467

Yorke, M., & Knight, P. (2004). Self-theories: Some implications for teaching and learning in higher education. *Studies in Higher Education, 29*(1), 25-37. doi: 10.1080/1234567032000164859

Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. R. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science*, *42*(5), 661–684. doi: 10.1007/s11251-014-9310-0