

The Effect of Achievement Motivation, Self-Efficacy, and Social Support on Students' Academic Flow at Cipta Wacana Christian University in Post-Covid-19 Pandemic Era

Abd. Syakur*, Suhadianto

Universitas 17 Agustus 1945 Surabaya, Indonesia

e-mail: abdsyakurmpd@gmail.com, suhadianto@untag-sby.ac.id

*Corresponding Author.

Abstract: The current study focuses on exploring students' learning process and task management to obtain comprehensive learning outcomes. Not all students are able to focus and enjoy the learning process in Post-COVID-19 era, situating the changes on education system, interactions between students, and etc. Based on the preliminary research, 90% of Cipta Wacana Christian University students experienced feelings of boredom, stagnation, and stress during the online learning process. The current study aims to determine the influence of motivation, self-efficacy, and social relationships on academic achievement, recruiting 80 respondents as the sample of the study ranging to semesters 1 to 8. A quantitative study, piloting multiple correlation analysis techniques with the Spearman method were administered to explore the relationship between the various variables and gain a deeper understanding on how achievement motivation, self-efficacy and social support, affecting the students' academic flow level. Furthermore, the study uncovered that self-efficacy and social support significantly contributed to academic flow. However, the achievement motivation variables (X_1) and self-efficacy (X_2) did not have any significant impact on academic flow (Y). Only the social support variable (X_3) showed a significant influence, reflecting a novice and distinctive finding with the previous studies. The Beta coefficient for the achievement motivation variable contributed 22.2% to academic flow. It is lower than the Beta coefficient value for the self-efficacy variable (40.3%) and social support (72.3%). In a nutshell, the three independent variables had a positive direction on increasing achievement motivation, self-efficacy, and social support, contributing to increase the students' academic flow.

Keywords: academic flow; achievement motivation; self efficacy; social support

How to Cite: Syakur, A., & Suhadianto, S. (2025). The Effect of Achievement Motivation, Self-Efficacy, and Social Support on Students' Academic Flow at Cipta Wacana Christian University in Post-Covid-19 Pandemic Era. *At-Ta'lim: Jurnal Pendidikan*, 11(2), 123-135. <https://doi.org/10.55210/attalim.v11i1.2185>

Introduction

The world has recently been faced with a major challenge, triggered by the COVID-19 pandemic. In addition to changing our daily life patterns, this virus has had a significant impact, but it has also affected all aspects of human life including the education system. Higher education institutions around the world have been forced to face an unprecedented reality: shifting to a distance learning model in an effort to maintain the safety and health of all members of the academic community. (Skar et al., 2022) argue that this change not only includes the way of teaching and learning, but also affects the psychological and social aspects of students.

The COVID-19 pandemic has academically altered students' strategies, interactions, and achievements. Students, who have been known as agents of change and innovation, are suddenly faced with a situation where physical engagement is limited, learning spaces are altered, and interpersonal connections are often limited to computer screens (Aguaded et al., 2023). In addition, students are also facing significant external pressures, including concerns for the health and safety of themselves and

their families, uncertainty about the future, and anxiety about economic changes caused by the pandemic (Harjuna & Magistarina, 2021).

In facing this new dynamic, psychological factors such as achievement motivation, self-efficacy and social support play a very important role in determining students' academic and psychological well-being (Widya, 2021). Achievement motivation, as an internal drive to achieve academic goals, drives students to stay focused and persistent in facing new learning challenges. On the other hand, self-efficacy, or belief in one's own ability to overcome obstacles and achieve academic goals, is a psychological foundation that supports students' persistence and resilience in facing changes and challenges (Syakur et al., 2023).

Self-efficacy is an individual's belief in their own ability to overcome challenges, achieve goals, and manage situations effectively. This concept was first introduced by Albert Bandura (2013), a social psychologist, and has become one of the key concepts in psychology, especially in the context of human motivation and behavior (Rustika, 2012). In addition to personal experience, self-efficacy is also influenced by the process of observation and social learning. Seeing others succeed in overcoming difficult tasks can increase a person's self-efficacy, while seeing others fail can decrease it (Mukti & Tentama, 2019).

Social support is also an important element in mitigating the negative impacts of social isolation and uncertainty caused by the pandemic including support from family, peers, and academic communities providing students with important social networks to feel supported, valued, and connected amidst challenging situations (Estiane, 2015). Social support is the assistance, attention, empathy, or encouragement given by others to a person in a particular situation (Rif'ati et al., 2018). It includes emotional, informational, instrumental, and evaluative aspects all aimed at improving well-being and helping individuals cope with stress, difficulties, or challenges in their lives (Mahmudi & Suroso, 2014).

According to Swarjana & SKM (2022), social support has a positive impact on a person's physical and mental well-being. Individuals who feel supported tend to have lower levels of stress, higher psychological well-being, and better ability to cope with challenges. Thus, social support plays an important role in an individual's life, helping them cope with stress, face challenges, and improve overall well-being (Dluha et al., 2020). This emphasizes the importance of healthy and strong social relationships in supporting an individual's well-being and resilience. In this context, the concept of "flow" or a psychological state in which a person is fully focused, engaged, and motivated in the activity being performed, becomes relevant in the context of academic learning. Academic flow creates a satisfying and enriching experience, allowing students to feel a sense of accomplishment and personal growth in the learning process.

The concept of "flow" is a psychological experience that occurs when a person feels completely focused, involved, and immersed in an activity. This concept was first introduced by psychologist (Csikszentmihalyi, 2013) in his famous book, "Flow: The Psychology of Optimal Experience". The concept of flow has been applied in a variety of contexts, including work, sports, the arts, and education. Understanding how to create conditions that support flow can help individuals reach their optimal potential in a variety of activities (Nakamura & Csikszentmihalyi, 2002). Thus, the concept of flow provides valuable insights into how individuals can experience satisfaction and happiness through full engagement in the activities they engage in. This condition emphasizes the importance of creating conditions that support flow in everyday life to enhance individual well-being and achievement.

Miguéns et al. (2024) conducted a correlation study between achievement drive and flow experiences. The study investigated the relationship between academic motivation and flow experiences in children and adolescents. Although not specific to post-pandemic college students, the findings of this study may provide valuable insights into how motivation influences flow experiences

in educational contexts. Furthermore, Syakur et al. (2023) investigated the impact of social support on academic flow experiences amidst the COVID-19 pandemic, focusing on how it affects students' academic stress levels and solving problems. The findings of the study indicate that there is a negative relationship between the level of social support received by students and the level of academic stress they experience. That is, the higher the level of social support received, the lower the level of academic stress felt. The study also found that the stress coping strategies used by students functioned as a mediator in the relationship between social support and academic stress levels. This confirms that social support can reduce academic stress through the implementation of effective coping strategies.

Based on Huang's & Zhang's finding (2022), the study unpacked positive correlation between the level of social support received by students and the level of academic well-being they experience, indicating that the greater the social support, the higher the level of academic well-being felt. The findings also confirmed that social support acted as a protective factor against academic stress and its negative impact on academic well-being. In other words, students who feel supported by their environment tend to have lower levels of stress and higher academic well-being. However, in the COVID-19 pandemic, motivation, self-efficacy, social support, and students' academic flow become relevant to discuss. Further understanding of these dynamics can provide valuable insights in designing effective support strategies for students in the post-pandemic era. Only a few studies have investigated the relationship between motivation, self-efficacy, social support and flow experiences in an academic context. Especially amidst the major changes caused by the pandemic. This study fills this knowledge gap by highlighting the importance of academic flow experiences in the context of post-pandemic learning, which is why the researchers conducted this study. This study has global relevance as the impact of the COVID-19 pandemic has penetrated education systems in various countries. The results of this study can provide valuable insights for the international education community in addressing the challenges faced by students around the world.

In addition, the current study aims to answer several research questions: does the level of students' achievement motivation affect their likelihood of experiencing academic flow after the COVID-19 pandemic, what is the role of self-efficacy in connecting achievement motivation with students' academic flow experiences after the COVID-19 pandemic, to what extent does social support from peers, lecturers, and family affect students' ability to achieve academic flow after the pandemic, and, are there differences in academic flow experiences between students with different levels of achievement motivation, self-efficacy, and social support. Therefore, the current study aims to investigate the impact of achievement motivation, self-efficacy beliefs, and social support on students' academic flow experiences after the COVID-19 pandemic. With a better understanding of the psychological factors that influence students' learning experiences, it is hoped that more effective support strategies can be developed to improve their well-being and academic achievement amidst the ongoing changes.

Method

This study employed a quantitative study, piloting multiple correlation analysis techniques with the Spearman method to explore the relationship between various variables under Creswell's analysis (2014) to gain a deeper understanding of how achievement motivation, self-efficacy and social support play a role in the level of academic flow perceived by students at Cipta Wacana Christian University. The study recruited 80 students who are currently studying from semester 1 to semester 8 at Cipta Wacana Christian University. These students come from various study programs. The population reflects the diversity of academic backgrounds, interests, and aspirations among students at the university. The students, moreover, completed various courses and faced unique academic challenges and social experiences in each semester. Therefore, it is hoped that this study can provide a

comprehensive understanding, influencing the students' academic flow at various levels of study at Cipta Wacana Christian University.

Research Variable

The study administered several variables, including academic flow, self-efficacy, social support, and achievement motivation. Academic flow was considered as the dependent variable (DV), while self-efficacy and social support from parents, teachers, and classmates were considered as independent variables (IV). Meanwhile, achievement motivation, which includes aspects of anxiety, challenge, interest, and probability of success, was also considered as an independent variable.

Data Collection

In the process of collecting data for this study, a scale was used as an instrument to collect information. This scale consists of a number of written statements designed to obtain responses from research subjects. The Likert scale model was applied in this study to rate the students' level of agreement with the statements. Each statement was assessed using a five-point response scale, ranging from very positive to very negative. These categories include "Very Appropriate (SS)", "Agree (S)", "Uncertain (N)", "Not Appropriate (TS)", and "Very Not Appropriate (STS)". The same scoring system was used for all scales in this study, including the academic flow scale, self-efficacy, achievement motivation, and social support (Arikunto, 2007).

Table 1. Likert Scale Scoring

Scale	Score
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Totally Disagree	1

Research Instrument

The current study plotted four data collection instruments. The first part discusses students' achievement motivation, followed by the second part exploring self-efficacy. The third part discusses social support, while the fourth part discusses students' academic flow. In this study, the researchers administered Butler's (2012) motivation measurement.

Table 2. Measurement of Achievement Motivation

Dimension	Indicator	Item
Need for Achievement	Ambition Level of Perseverance and Resilience Achievements Assessed by the Individual:	I always set high targets for myself. Completing college assignments successfully makes me happy. I am not satisfied with just mediocre achievements, I always try to find better ones.
Need for Affiliation	Concerning for Social Relationships. Involvement in Joint Activities. Need for Emotional Support.	1. My happiness increases when I interact with friends and feel accepted among them. 2. I always actively seek opportunities to participate in social activities. 3. I feel very comfortable when I am in a friendly and warm environment.

Need for Power	Driving to Lead and Control. Driving to Have Impact. Having ambition to Gain Status or Prestige.	<ol style="list-style-type: none"> 1. I feel motivated to take a leadership role in group projects. 2. I feel happy when I have influence and can influence others. 3. I feel satisfied when I can control a situation or take the lead in making important decisions.
----------------	--	---

Moreover, Owen and Fromen's self-efficacy measurement theory was adopted as an instrument to evaluate how confident individuals are in their ability to complete a task or achieve a certain goal. The following are the items contained in the Owen and Fromen self-efficacy measurement scale:

1. I am confident that I have the skills necessary to complete challenging coursework.
2. I feel confident in facing challenges that arise during my learning process.
3. I am confident that I am capable of overcoming any obstacles that may arise in front of me.
4. I am confident that I can handle situations that require skills and knowledge.
5. I believe that I have the capacity to successfully achieve the goals I have set.

In measuring social support, researchers use the definition put forward by (Gottlieb & Bergen, 2010). Measurement of achievement motivation is carried out through several dimensions, including parental support, verbal support, support from lecturers, and internal motor support for students (Syakur et al., 2020).

Table 3. Measurement of Social Support

Dimension	Indicator	Item
Parents Support	The level of support provided by parents in achieving academic goals. The availability of parents to provide assistance and advice in overcoming learning challenges. Students' perceptions of parental warmth and encouragement towards their academic achievement.	<ol style="list-style-type: none"> 1. My parents regularly provide encouragement and support in achieving my academic achievements. 2. I feel fully supported by my parents in pursuing my dreams and educational goals. 3. My parents are always ready to help me face learning challenges and provide very meaningful advice.
Verbal Support	Frequency and type of verbal support provided by peers or family members. Types of words or comments that provide encouragement or motivation to students in achieving their goals. Students' perceptions of the quality of verbal support they receive in overcoming learning barriers.	<ol style="list-style-type: none"> 1. I often hear encouraging words from friends or family that help me stay motivated in studying. 2. Positive words from people close to me increase my confidence when facing exams or challenging tasks. 3. Verbal support from my environment gives me extra encouragement to stay focused and motivated in achieving my goals.
Lecturer Support	Availability of lecturers to provide guidance and academic support to students.	I feel good about contacting my lecturers to ask for help or clarification regarding the course material.

Dimension	Indicator	Item
	Willingness of lecturers to provide feedback and assistance in understanding academic material.	My lecturers always provide useful feedback and help improve my understanding of the material.
	Student perceptions of the level of support and availability of lecturers to assist in achieving their academic achievement.	I feel appreciated as a student by my lecturers, which gives me extra motivation to achieve.
Internal	The level of students' intrinsic motivation in achieving their academic goals.	I feel a strong intrinsic drive to achieve my academic goals.
Motoric	The tendency of students to find solutions to problems and overcome obstacles independently.	I am confident that I am capable of overcoming obstacles and challenges in the learning process.
Support	The consistency and persistence of students in pursuing their goals without having to rely on external support.	I tend to find solutions to my academic problems on my own without relying too much on help from others.

Moreover, the study employed the Flow Perceptions Questionnaire developed by (Egbert, 2004) because its dimensions are in accordance with the theory that is the basis of this research in measuring students' academic flow experiences. The dimensions that are generally included in the Flow Perceptions Questionnaire (FPQ) scale by (Egbert, 2004) are as follows:

1. Deep Concentration: A high level of focus and concentration on the task or activity being performed.
2. Perceived Control: The subjective perception of the ability to control the activity or task being performed.
3. Deep Involvement: A strong level of emotional and cognitive involvement in the task or activity being performed.
4. Perceived Balance of Skill and Challenge: A match between an individual's skill level and the level of challenge of the task or activity being performed.
5. Loss of Self-Awareness: The experience of losing awareness of self or time during deep involvement in a task or activity.
6. Receiving Feedback: The ability to receive immediate feedback regarding the outcome of the activity being performed.
7. Loss of Time-Awareness: A lack of awareness of time or a loss of the sense of time during involvement in a task or activity.

Validity Test

Validity test is used to assess the extent to which the questionnaire is considered valid. The validity of the questionnaire reflects the extent to which the statements and questions in it reflect the elements that need to be measured (Mchugh, 2012). According to (Darma, 2021) the concept of validity can be measured by evaluating the correlation between the total score of the construct or variable with the score obtained from each part of the questionnaire. At the alpha significance level of 5%, a comparison is made between the calculated correlation coefficient (r) and the critical correlation value of the table (r table) at degrees of freedom (df) = $n - 2$, where n is the number of samples.

1. If the r_{count} value is greater than the r table value (at a significance level of 0.05), then the variable is considered valid.
2. If the r_{count} value is smaller than the r table value (at a significance level of 0.05), then the variable is considered invalid. The statement is considered valid if the r table value is greater than the r count value, and the evaluation is carried out on each item by detailing the corrected total correlation in the appropriate column.

Reliability Test

Reliability testing is a parameter to evaluate whether a measuring instrument can be considered reliable or trustworthy. A high or consistent level of reliability is measured from the measurement results providing comparable results under comparable conditions (Zhao et al., 2022). This concept is reinforced by the explanation put forward by (Al Hakim et al., 2021). If the Cronbach Alpha value of the measuring instrument exceeds 0.6, it can be interpreted that the instrument has an adequate level of accuracy.

Multiple Linear Regression Test

In this study, the multiple linear regression method was used to explore the correlation between several independent variables and one dependent variable. The concept of multiple linear regression, as explained by (Sujarweni, 2014) is applied when there is more than one independent variable that affects the dependent variable. In this study, the independent variables consist of achievement motivation (X_1), self-efficacy (X_2), and social support (X_3), while the dependent variable is academic flow (Y). The regression equation used in this study can be explained as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Explanation:

Y = Academic Flow

β_0 = Constant

β_1 = Regression coefficient of achievement motivation

β_2 = Self-efficacy coefficient

β_3 = Regression coefficient of social support

X_1 = Achievement Motivation

X_2 = Self-Efficacy

X_3 = Social Support

e = Standard Error

Partial Test (t-Test)

T-test is a statistical technique commonly used to compare the means between two different data groups (Darma, 2021). By using the t-test, it can be concluded that the variables of achievement motivation (X_1), self-efficacy (X_2), and social support (X_3) have a partial impact on academic flow (Y). The following are the steps for t-testing for each variable: Testing the Coefficient of the Achievement Motivation Variable (X_1):

1. Formulation of Hypothesis. Determination of t_{count} ($\alpha = 0.05$).
 - a. H_0 : There is no significant impact of partial achievement motivation on academic flow
 - b. H_1 : There is a significant impact of partial achievement motivation on academic flow.
2. Decision:
 - a. H_0 is accepted and H_1 is rejected if the significance value (sig.) is greater than 0.05.
 - b. Rejection of H_0 and acceptance of H_1 occurs if the significance value (sig.) is less than 0.05.

- c. Testing the Coefficient of Self-Efficacy Variable (X_2):
3. Formulating Hypothesis. Determining t_{count} ($\alpha = 0.05$).
 - a. H_0 : There is no significant impact of self-efficacy on academic flow
 - b. H_1 : There is a significant impact of self-efficacy on academic flow.
4. Decision:
 - a. Rejection of H_1 and acceptance of H_0 occurs if the significance value (sig.) is more than 0.05.
 - b. Rejection of H_0 and acceptance of H_1 occurs if the significance value (sig.) is less than 0.05.

Results and Discussion

Linearity Test / Classical Assumption Test

The linearity test aims to evaluate whether the relationship between the independent variable and the dependent variable in linear regression can be explained linearly (Darma, 2021). At this stage, an evaluation is carried out to determine whether the regression line used in predicting the dependent variable from the independent variable is in accordance with the observed data. This test is important because it ensures that the basic assumptions of linear regression are met, and the results determine whether the linear regression model is suitable for use in data analysis. To determine the linearity of the sig value. The value must not exceed 0.05 or $p < 0.05$. If the value is greater than 0.05, or $p > 0.05$, then it is considered non-linear. This information can be found in the table attached to the data analysis in this study.

Table 4. Linearity Test Results

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Achievement Motivation	Between Groups	877,375	25	35,095	4,342	,000
	Within Groups	436,425	54	8,082		
	Total	1313,800	79			
Self Efficacy	Between Groups	353,675	25	14,147	5,293	,000
	Within Groups	144,325	54	2,673		
	Total	498,000	79			
Social Support	Between Groups	3149,417	25	125,977	12,276	,000
	Within Groups	554,133	54	10,262		
	Total	3703,550	79			

Based on the results recorded in the table above, it was found that the linearity value between achievement motivation and academic flow, as well as other variables, is 0.00. This is reflected in the coefficient significance value or p value which reaches 0.00. The value is clearly smaller than the significance limit generally used, which is 0.05. That is why, the conclusion that can be drawn is that the linearity condition is met, confirming that the relationship between achievement motivation and academic flow, as well as other variables, can be explained linearly within the regression analysis framework used.

T-test

In this study, the t-test was used to evaluate whether there was a significant partial effect of the regression coefficient of the achievement motivation, self-efficacy, and social support variables on the academic flow variable. This study compared the significance value of each t-count value of the independent variable with a significance level of 0.05 ($p < 0.05$). By using this t-test, researchers can

assess the contribution of each independent variable to the multiple linear equation model used in the study (Darma, 2021). In decision making, there are several criteria used:

1. If the significance value (sig) of the t-test is below 0.05, it indicates a statistically significant effect of the independent variable on the dependent variable. However, if the significance value exceeds 0.05, it indicates that there is no statistically significant effect of the independent variable on the dependent variable.
2. If the significance value (sig) of the t-test is below 0.05, it indicates a statistically significant effect of the independent variable on the dependent variable. However, if the significance value exceeds 0.05, it indicates that there is no statistically significant effect of the independent variable on the dependent variable.

To determine the t-table and t-count values, the researcher conducted several analyses. First, the number of independent variables in the model is 4. This involves achievement motivation, self-efficacy, social support, and academic flow. The total respondents involved are 80. The significance level chosen is 0.05 (5%). This means that the researcher tests the null hypothesis with the assumption that there is no significant effect of the independent variable on the dependent variable. In this statistical test, a two-tailed test is used, with the significance level divided into two tails, namely 0.025 for each tail. The degrees of freedom are calculated by subtracting the number of variables from the number of respondents, so that $df = 76$ ($df = n - k = 80 - 4 = 76$).

After these parameters are determined, a statistical test is performed by calculating the t-value for each independent variable. If the t-value exceeds the t-table value that corresponds to the established level of significance, then the null hypothesis can be rejected. From there, it can be concluded that there is a significant influence of the independent variable on the dependent variable. Conversely, if the t-value does not exceed the t-table value, the researcher does not have enough evidence to reject the null hypothesis. This indicates that there is no significant influence of the independent variable on the dependent variable in the statistical model used.

Table 5. T-Test

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(constant)	-4,876	3,763		-1,296	,199
Achievement Motivation	,222	,123	,127	1,815	,073
Self Efficacy	,403	,221	,142	1,822	,072
Social Support	,723	,080	,696	9,022	,000

a. dependent variable: flow akademik

It is known:

T count of Variable X_1 against variable $Y = 1.815$

T count of Variable X_2 against variable $Y = 1.822$

T count of Variable X_3 against variable $Y = 9.022$

Based on the data presented:

- a. Variable X_1 (achievement motivation) Does not show a significant impact on academic flow because its value has a significance that exceeds the set significance level. In addition, the t-count value is also smaller than the corresponding t-table value.
- b. Variable X_2 (self-efficacy) does not show a significant impact on academic flow because its value has a significance level that exceeds the set significance threshold, and its t-count value is lower than the relevant t-table value.

- c. On the other hand, variable X_3 (social support) shows a significant effect on academic flow because it has a significance value that is lower than the set significance level, and its t-count value is much greater than the relevant t-table value.
- d. Shows a significant impact on academic flow because it has a significance value that is lower than the set significance threshold, and its t-count value is much greater than the relevant t-table value.
- e. Social support (X_3) shows a significantly greater impact on academic flow than achievement motivation (X_1) and self-efficacy (X_2), as seen from the larger regression coefficient and Beta values.

Therefore, the conclusion is that social support has a significant influence on students' academic flow experience, while achievement motivation and self-efficacy do not show a significant impact in the context of this T-test.

Discussion

The results of the analysis indicate that at least one of the variables X_1 , X_2 , or X_3 has a significant impact on the variable Y , with the rejection of the null hypothesis (H_0). Specifically, the variable that shows a significant impact is the social support variable. This finding is different from previous studies, as reported by (Yunalis & Latifa, 2021) which highlighted that self-efficacy has the most dominant influence on academic flow. On the other hand, research by (Prihandrijani, 2016) The findings show that self-efficacy and social support together contribute significantly to academic flow. However, in this study, the achievement motivation variables (X_1) and self-efficacy (X_2) did not have a significant impact on academic flow (Y), only the social support variable (X_3) showed a significant effect. This shows a difference in the findings between this study and the three previous studies. The Beta coefficient for the achievement motivation variable contributed 22.2% to academic flow, lower than the Beta coefficient value for the self-efficacy variable (40.3%) and social support (72.3%). The three independent variables have a positive direction, indicating that increasing achievement motivation, self-efficacy, and social support contribute to increasing students' academic flow (Aini & Fahriza, 2020; Poletti, 2020).

The results of this analysis indicate that social support has a significant role in supporting the creation of academic flow in students. This social support is a driving force for students in achieving the standards of excellence they set. As stated by (McClelland, 2015) social support provides attention, sympathy, and affection to individuals, helping them overcome stress and emotional difficulties. This is important for students, because in their efforts to achieve good academic achievement, they may experience obstacles. With social support, students feel supported and able to overcome these obstacles, so that they can achieve the expected academic flow.

From the explanation above, it is known that social support contributes 72.3% to academic flow. This finding indicates that students who receive strong social support tend to be more likely to experience academic flow, characterized by a sense of comfort when studying and completing assignments, the ability to concentrate and focus on learning activities, and the willingness to face challenges in order to achieve achievement. As stated by (Chan et al., 2021; McClelland, 2015) providing assistance and useful information in solving problems or making decisions can have a significant impact on achieving individual goals.

The relationship between social support and academic flow in students of Cipta Wacana Christian University shows a consistent correlation pattern. This reflects the importance of the role of social support as a factor that supports the creation of academic flow experiences for students at Cipta Wacana Christian University. In addition to social support, other factors that play a role in strengthening academic flow in students of Cipta Wacana Christian University are self-efficacy and achievement motivation. Although the contribution of achievement motivation to academic flow is

22.2%, although not significant, the achievement motivation variable shows a real relationship between social support and academic flow.

This finding is in line with the view of (Santrock, 2011) This confirms that the support provided by parents has an important role in forming an emotional environment that supports motivation and good achievement for their children. Both physical and psychological interactions between parents, lecturers, and peers also support students' feelings of being supported and comfortable in the learning process, encouraging them to complete their academic tasks diligently (Nwagwu & Nwankwoala, 2020; Ningrum & Andriani, 2020; Purwanto, 2022). This social support can include affective forms, awards, praise, or practical support given when students face challenges. Help from parents, lecturers, or friends is considered as a motivator for students to achieve their academic goals.

However, if students experience a lack of support from their family or surrounding environment, this can cause stress and difficulty in focusing on their academic activities, which has the potential to affect their academic achievement. Research data shows that self-efficacy, in addition to achievement motivation and social support, these variables also contribute 40.3% to students' academic flow experience. Although the impact is not significant, this suggests that there are other factors that also play a role in the academic flow experience. Research by (Syakur et al., 2023) also highlights the role of personal factors such as self-confidence and skills, as well as individual challenges and skills in presenting an optimal academic flow experience.

Conclusion

In conclusion, there is a significant relationship between the level of social support and the academic flow experience of students at Cipta Wacana Christian University. However, there is no significant influence of achievement motivation and self-efficacy levels on the academic flow experience of students at the university, indicating that the role of social support is more dominant in shaping students' academic experiences than achievement motivation and self-efficacy. Moreover, conducting more in-depth qualitative research on students' academic flow experiences to gain a more comprehensive understanding and taking other factors into account that influence academic flow experiences to enrich understanding of the phenomenon are suggested to the future researchers.

References

- Adi, C. M. P., Yuwanto, L., & Batuadji, K. (2014). Pengujian temporal motivation theory sebagai perantara hubungan optimisme dan flow akademik. *Jurnal Ilmiah Psikologi MIND SET*, 6(01), 48–57.
- Aguaded, I., Vizcaíno-Verdú, A., García-Prieto, V., & de-Casas-Moreno, P. (2023). The Impact of Post-Pandemic Learning Loss on Education Development: A Systematic Review. *Review of Communication Research*, 11, 172–189. <https://doi.org/10.5680/RCR.V11.7>
- Aini, N. Q., & Fahriza, I. (2020). Flow akademik pada pendidikan. *Jurnal Dinamika Pendidikan*, 13(3), 369–376.
- Al Hakim, R., Mustika, I., & Yuliani, W. (2021). Validitas dan reliabilitas angket motivasi berprestasi. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 4(4), 263–268.
- Arikunto, S. (2007). prosedur penelitian suatu pendekatan praktik (sixth). rineka cipta.
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13(3), 209–223.
- Bandura, A. (2013). Self-Efficacy: The Foundation of Agency¹. In *Control of human behavior, mental processes, and consciousness* (pp. 16–30). Psychology Press.
- Butler, R. (2012). Striving to connect: extending an achievement goal approach to teacher motivation to include relational goals for teaching. *Journal of Educational Psychology*, 104(3), 726.

- Chan, R. Y., Bista, K., & Allen, R. M. (2021). Is Online and Distance Learning the Future in Global Higher Education?: The Faculty Perspectives during COVID-19. In *Online teaching and learning in higher education during COVID-19* (pp. 3–12). Routledge.
- Creswell, John W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches* (A. Hutchinson (ed.); 4th ed.). SAGE Publications Asia-Pacific Pte. Ltd. https://fe.unj.ac.id/wp-content/uploads/2019/08/Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches.pdf
- Csikszentmihalyi, M. (1997). *Flow and the psychology of discovery and invention*. HarperPerennial, New York, 39, 1–16.
- Csikszentmihalyi, M. (2013). *Flow: The psychology of happiness*. Random House.
- Darma, B. (2021). *Statistika Penelitian Menggunakan SPSS (Uji Validitas, Uji Reliabilitas, Regresi Linier Sederhana, Regresi Linier Berganda, Uji t, Uji F, R²)*. Guepedia.
- Dluha, M. S., Suminar, D. R., & Hendriyani, W. (2020). Pengaruh adversity quotient dan dukungan sosial terhadap adaptabilitas karir siswa di SMK “X” Gresik. *Jurnal Psikologi: Media Ilmiah Psikologi*, 18(01).
- Egbert, J. (2004). A study of flow theory in the foreign language classroom. *Canadian Modern Language Review*, 60(5), 549–586.
- Estiane, U. (2015). Pengaruh dukungan sosial sahabat terhadap penyesuaian sosial mahasiswa baru di lingkungan perguruan tinggi. *Jurnal Psikologi Klinis Dan Kesehatan Mental*, 4(1), 29–40.
- García, A. J., Fong, C. J., & Regalado, Y. M. (2023). Motivational, identity-based, and self-regulatory factors associated with academic achievement of US collegiate student-athletes: A meta-analytic investigation. *Educational Psychology Review*, 35(1), 14.
- Gottlieb, B. H., & Bergen, A. E. (2010). Social support concepts and measures. *Journal of Psychosomatic Research*, 69(5), 511–520.
- Harjuna, R. T. B., & Magistarina, E. (2021). Tingkat Stress Akademik Mahasiswa Selama Daring Dimasa Pandemi. *Jurnal Pendidikan Tambusai*, 5(3), 10791–10798.
- Huang, L., & Zhang, T. (2022). Perceived social support, psychological capital, and subjective well-being among college students in the context of online learning during the COVID-19 pandemic. *The Asia-Pacific Education Researcher*, 31(5), 563–574.
- King-Sears, M. E., & Strogilos, V. (2020). An exploratory study of self-efficacy, school belongingness, and co-teaching perspectives from middle school students and teachers in a mathematics co-taught classroom. *International Journal of Inclusive Education*, 24(2), 162–180.
- Mahmudi, M. H., & Suroso, S. (2014). Efikasi diri, dukungan sosial dan penyesuaian diri dalam belajar. *Persona: Jurnal Psikologi Indonesia*, 3(02).
- McClelland, D. (2015). Achievement motivation theory. In *Organizational Behavior 1* (pp. 46–60). Routledge.
- McHugh, M. L. (2012). Lessons in biostatistics Interrater reliability : the kappa statistic. 276–282.
- Moreno, L., & Tsang, C. (1994). Flow channeling in strongly heterogeneous porous media: A numerical study. *Water Resources Research*, 30(5), 1421–1430.
- Mukti, B., & Tentama, F. (2019). Faktor-faktor yang mempengaruhi efikasi diri akademik. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 341–347.
- Nakamura, J., & Csikszentmihalyi, M. (2002). The concept of flow. *Handbook of Positive Psychology*, 89, 105.
- Ningrum, D. S. A., & Andriani, E. (2020). Hubungan Social Support dengan Kecemasan Siswa dalam Menghadapi Ujian. *QUANTA: Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 4(2), 87–92.
- Nwagwu, L., & Nwankwoala, H. N. L. (2020). Motivation as a tool for effective leadership in secondary schools in Rivers State. *International Journal of Scientific Research in Education*, 13(2), 340–353.
- Owen, S. V., & Froman, R. D. (1988). *Development of a College Academic Self-Efficacy Scale*.

- Poletti, M. (2020). Hey teachers! Do not leave them kids alone! Envisioning schools during and after the coronavirus (COVID-19) pandemic. *Trends in Neuroscience and Education*, 20, 100140. <https://doi.org/10.1016/j.tine.2020.100140>
- Prihandrijani, E. (2016). Pengaruh motivasi berprestasi dan dukungan sosial terhadap flow akademik pada siswa SMA "X" di Surabaya. UNIVERSITAS AIRLANGGA.
- Purwanto, A. (2022). Elementary school teachers performance: how the role of transformational leadership, competency, and self-efficacy? *International Journal Of Social And Management Studies (IJOSMAS)*.
- Resnick, B., & Jenkins, L. S. (2000). Testing the reliability and validity of the self-efficacy for exercise scale. *Nursing Research*, 49(3), 154–159.
- Rif'ati, M. I., Arumsari, A., Fajriani, N., Maghfiroh, V. S., Abidi, A. F., Chusairi, A., & Hadi, C. (2018). Konsep dukungan sosial. *Jurnal Psikologi Universitas Airlangga*.
- Rustika, I. M. (2012). Efikasi diri: tinjauan teori Albert Bandura. *Buletin Psikologi*, 20(1–2), 18–25.
- Santrock, J. W. (2011). *Educational psychology*. McGraw-Hill.
- Skar, G. B. U., Graham, S., & Huebner, A. (2022). Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment. *Journal of Educational Psychology*, 114(7), 1553. <https://doi.org/10.1037/edu0000701>
- Sugiyono. (2022). *Metode penelitian pendidikan : (pendekatan kuantitatif, kualitatif dan R & D)* (Setiyawami (ed.); 3rd ed.). alfabeta. https://digilib.unigres.ac.id/index.php?p=show_detail&id=43
- Sujarweni, V. W. (2014). *Metodelogi penelitian*. Yogyakarta: Pustaka Baru Perss.
- Sukestiyarno, Y. L., & Agoestanto, A. (2017). Batasan prasyarat uji normalitas dan uji homogenitas pada model regresi linear. *Unnes Journal of Mathematics*, 6(2), 168–177.
- Swarjana, I. K., & SKM, M. P. H. (2022). Konsep pengetahuan, sikap, perilaku, persepsi, stres, kecemasan, nyeri, dukungan sosial, kepatuhan, motivasi, kepuasan, pandemi covid-19, akses layanan kesehatan–lengkap dengan konsep teori, cara mengukur variabel, dan contoh kuesioner. Penerbit Andi.
- Syakur, A., Sudrajad, W., Winurati, S., & Tilwani, S. A. (2023). The Motivation of Students and Their Exposure to Learning Loss After the Pandemic. *Studies in Learning and Teaching*, 4(3), 622–633.
- Syakur, A., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of Communication, Organizational Culture, Cooperation, Trust and Leadership Style for Lecturer Commitments in Higher Education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1325–1335. <https://doi.org/10.33258/birci.v3i2.980>
- Widya, V. (2021). Hubungan antara Self-Efficacy dengan Flow Akademik pada Mahasiswa UIN Ar-Raniry Banda Aceh yang Mengikuti Perkuliahan Daring Selama Pandemi Covid-19. UIN Ar-Raniry.
- Yunalis, R., & Latifa, R. (2021). How To Increase Academic Flow In Math Study: The Influence Of Self Efficacy, Social Support and Achievement Motivation. *Educouns Journal: Jurnal Pendidikan Dan Bimbingan Konseling*, 2(2), 108–124.
- Zhao, X., Feng, G. C., Ao, S. H., & Liu, P. L. (2022). Interrater reliability estimators tested against true interrater reliabilities. *BMC Medical Research Methodology*, 1–19. <https://doi.org/10.1186/s12874-022-01707-5>