

Relationship between social support and commitment to the task with academic flow to students

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Abstract: This research aimed to determine the relationship of social support and commitment to the task with the academic flow of the FSRD UNS students. Research uses quantitative research methods through surveys on 300 FSRD students. The samples in this study were 271 FSRD UNS students. Sampling in this study using a proportional random sampling cluster technique i.e. the determination of sample members is carried out randomly by voting the class of each department. The data collection techniques used are psychological scales. The results showed that F_{count} value is 42.303 ($F_{\text{count}} > F_{\text{table}} 3.026$) with sig. 0,000 ($p < 0.05$) and the R value is 0.471, which means the correlation is on moderate level. The R square value is 0.222 indicating the effective contribution is 22.16%, with effective contribution of social support is 2.8% and task commitment is 19.36%. The conclusion is that there has positive correlation between social support and task commitment with academic flow.

Keywords: academic flow; social support; task

Abstrak: Penelitian ini bertujuan mengetahui hubungan dukungan sosial dan komitmen terhadap tugas dengan *flow* akademik pada mahasiswa FSRD UNS. Penelitian menggunakan metode penelitian kuantitatif melalui *survey* pada 300 mahasiswa FSRD. Sampel pada penelitian ini adalah 271 mahasiswa FSRD UNS. Pengambilan sampel pada penelitian ini menggunakan teknik proporsional cluster random sampling yaitu penentuan anggota sampel dilakukan secara acak dengan mengundi kelas setiap jurusan. Teknik pengumpulan data yang digunakan ialah skala psikologis. Hasil penelitian menunjukkan nilai F_{hitung} sebesar 42,303 ($F_{\text{hitung}} > F_{\text{tabel}} 3,026$) dengan sig. 0,000 ($p < 0,05$) dan nilai $R = 0,471$ yang artinya terdapat hubungan yang cukup kuat. Nilai R^2 (0,222) menunjukkan sumbangan efektif sebesar 22,16%, dengan sumbangan efektif dukungan sosial sebesar 2,8% dan komitmen terhadap tugas sebesar 19,36%.

Kata kunci: flow akademik; dukungan sosial; komitmen terhadap tugas;



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INTRODUCTION

Good University Governance is the target of achievement in the management of higher education in Indonesia, including Universitas Sebelas Maret (UNS). Sudarya, Bagia, & Suwendra (2014); Ulfah, Kurniawati & Cerya (2018); Hanifah & Nofrion (2019) found that there are several factors that influence students in completing studies, namely internal factors and external factors. Internal factors are caused by physical conditions, behavior, interests, emotional intelligence, intellectual intelligence, spiritual intelligence and adversity quotient. External factors are caused by tasks, environment, service, responsiveness, difficulty in finding, difficulty in meeting supervisors, lack of discussion partners, problems in family, communication problems with supervisors, busy working and organization.

Individual habits in learning affect the individual's learning performance. Individuals with good habits have better learning performance. Total concentration during the learning process, motivation and ability play an important role in improving the performance and success of learning (Nonis & Hudson, 2010); (Hamdu, Ghullam, & Agustina, 2011). Furthermore, individuals with high achievement will carry out the tasks entrusted to them with full responsibility, set achievement of targets that are quite difficult and expect to get feedback on the work they produce (Prihatsanti, 2010). Academic activities with maximum results are needed in order to be able to concentrate, enjoy academic activities, be creative, more easily absorb subject matter so that it impacts on optimal learning outcomes like this which is called academic flow (Yuwanto L., 2013); (Arif, 2013). While research conducted by Pebriani & Rosiana (2015), the learning method has a significant effect on student's academic flow

According to Yuwanto, Budiman, Siadhika, & Prasetyo (2011) there are several ways that can be done to improve academic flow, including creating appropriate situations and conditions when conducting activities, a calm state of mind and heart so that attention is focused on the activities carried out, and sufficient ability, and one of them is likely to be influenced by class management. The results of the study by Meilisa, Mayangsari, & Rachmah (2018) showed that the higher the level of classroom management, the higher the academic flow in students.

Researchers conducted pre-research through questionnaires to 80 FSRD students. The conclusions from the results of the pre-research survey stated that FSRD UNS students felt the challenges and abilities were not balanced. An imbalance between challenges and abilities leads to apathy or boredom (Larson, 2016). Feeling bored makes FSRD students do other activities when the lecturer explains so it is difficult to concentrate. Apathy makes FSRD students less motivated to do their work and less enjoy their lectures. Lack of motivation, difficulty concentrating and not enjoying lectures shows students lack academic flow.

Academic flow in students can be influenced by social support. Sources of social support for students tend to come from parents and friends. Several studies have proven the correlation between flow and social support. Husnah & Dewi Research (2015); Syarifa & Sulistiani (2011) shows that social support has an impact on the smoothness of tasks where one source of social support is from parents so students can concentrate on the task, awareness of the importance of the task and commitment to the task. Improved academic flow can also be influenced by commitment to the task. Several studies have proven the correlation between flow and commitment to the task. Recent research by Won-Jung, Jung-Ho and Yong-Ju (2013) correlates with students who are committed to the task of feeling responsible. The sense of responsibility is manifested in concrete behavior, namely focus and concentration on the task so that in facing challenges the impact on performance.

Amini, Mayangsari, & Zwagery (2019) found that there is a relationship between learning independence and commitment to the task. Furthermore. Vaidya (2012); Firmanto (2013) states that task commitment is a very important thing to have because it has a large contribution and high confidence to achieve predetermined learning so as to increase individual academic achievement. Every achievement, especially a special achievement, requires effort, concentration and tenacity and is always looking for ways one, two, three and so on until it can solve the problems it faces to achieve its goals, although there are many obstacles and difficulties, is an absolute prerequisite for the realization of high intelligence. This tenacity can also be referred to

as task-focused motivation (Monks, Knoers, & Hadinoto, 2014).

Research conducted by Kim, Byoen, & Kwo (2012) shows that there are five types of commitment to assignments held by students, namely task goal commitment, low goal commitment, conditional commitment, suspended commitment, and delayed commitment. Furthermore, previously conducted by Puspita, Rusli, & Mayangsari (2018) that the higher the task commitment, the higher the academic flow. This shows that there is a relationship between commitment to the task and academic flow. While research conducted by researchers tries to uncover not only the effect of task commitment to academic flow but the presence of other variables namely the effect of social support on academic flow so that the variables used in this study are more numerous. The hypothesis proposed in this study, as follows: (1) there is a relationship between social support and commitment to the task with academic flow in FSRD UNS students, (2) there is a relationship between social support and academic flow in FSRD UNS students and (3) there is the relationship between commitment to the task with academic flow in FSRD UNS students.

METHOD

This research uses a quantitative approach with a survey method. The variables used are 1 criterion variable and 2 predictor variables. The criterion variable, academic flow, with its operational definition is the condition experienced by students with conscious condition, full concentration, enjoying their activities and leaving a pleasant impression which is used as intrinsic motivation to repeat the same academic activity. The predictor variables used are social support and commitment to the task.

Social support with its operational definition is the interaction between the individual and his environment with the aim of obtaining assistance materially, emotionally, information or services that affect the recipient's perception of the meaning of the assistance itself. Commitment to the task with its operational definition is the attachment of the individual to the task that forms an attitude of unyielding and used as a driving force in providing maximum performance to complete the task to achieve better results than before.

The population in this study were students of the Faculty of Fine Arts and Design (FSRD), Sebelas Maret University, Surakarta. The total population of undergraduate students at the Sebelas Maret University Surakarta University of Arts and Design, according to the Sebelas Maret University Executive Information System, is 839 people. Based on the calculation using the Slovin formula, the number of samples obtained in this study were 271 FSRD UNS students. Sampling in this study using the technique of Proportional Cluster Random Sampling. Details regarding the number of samples according to the proportional technique obtained the number of samples of 77 students in Arts Crafts department, 71 students in DKV department, 71 students in Interior Design department, and 63 students in Fine Arts department. The determination of sample members is done randomly by drawing classes each department to the FSRD students. The lottery results state that classes A and B will be used as research subjects. Researchers used three psychological scales in collecting research data. The scale used is the academic flow scale, the Social Support scale, and the Commitment to Task scale. The academic flow scale was modified by researchers based on the Study-Related Flow Inventory (WOLF-S) scale from Bakker (2017 (Bakker, 2017)), including aspects of absorption, enjoyment, and intrinsic motivation.

The academic flow scale has 24 items with a Cronbach's Alpha reliability coefficient of 0.860. The Social Support Scale was modified by researchers based on the Social Support scale from Sarason, Sarason, Shearin, & Pierce (1987), covering aspects: the quantity of social support and the quality of social support. The social support scale has 16 items with a Cronbach's Alpha reliability coefficient of 0.861. The scale of commitment to the task was prepared by researchers based on aspects of commitment to the task by Utami (2016): setting goals, independently, tough, having the willingness to improve themselves (working improvement), and having a willingness to work as well as possible / will to succeed (working the best they can). The commitment scale to the task has 20 items with a Cronbach's Alpha reliability coefficient of 0.806.

RESULT AND DISCUSSION

The results of this study indicate that there is a relationship between commitment to

the task and social support with academic flow in FSRD Sebelas Maret University students, for more details, it can be seen in the following table 1.

Table 1. Simultaneous Hypothesis Test Results

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3141.201	2	1570.601	42.303	.000 ^a
	Residual	11026.919	297	37.128		
	Total	14168.120	299			

a. Predictors: (Constant), Social Support, Commitment to Tasks

b. Dependent Variable: Academic Flow

The results of this study support previous studies conducted by Walker (2010) that flow conditions are more often experienced when students do activities together. Students feel their activities are more fun when done together than alone (Walker, 2010). That is because individuals feel they have someone they can trust to help with academic challenges. According to Kim, Byoen, & Kwo (2013) someone who shows a high level of flow, will feel happy, happy, and feel light in their work. The results of this study also support previous research on the relationship between academic flow and commitment to the task. Won-

Jung, Jung-ho & Yong-Ju (2013) show that students who are committed to the task will have a sense of responsibility so they are committed to directing all their abilities to analyze the tasks that must be completed and set goals to be achieved from the results of the analysis. A sense of responsibility will be manifested in concrete behavior that is focus and concentration on the task. Commitment to the task helps students to maintain a balance between the challenges they face and their abilities so they can continue to experience flow conditions.

Table 2. Partial Correlation Test Results

Coefficients ^a								
		Unstandardized Coefficients				Correlations		
	Model	B	Std. Error	T	Sig.	Zero-order	Partial	Part
1	(Constant)	14.92	3.507	4.255	.000			
		4						
	Komitment terhadap Tugas	.576	.074	7.816	.000	.459	.413	.400
	Dukungan Sosial	.116	.056	2.092	.037	.248	.121	.107

a. Dependent Variable: Academic Flow

The results of the partial correlation test between academic flow variables and social support show that there is a relationship between social support and significant academic flow but classified as weak. Significant relationship

proves that the second hypothesis of this study was accepted, namely there is a relationship between social support and academic flow in students of FSRD UNS. The relationship shown by the two variables has the direction of a positive

relationship indicating that the higher the social support, the higher the academic flow of FSRD students. Conversely, if the social support received is low, the academic flow of FSRD students will also be lower. The results of this study support previous research conducted by Chandra (2013); Kemala, Safitri & Zwagery (2018) which stated that social support including from fathers had a positive influence on academic flow. Students who get social support will feel comfortable because the support received is used as a strength to reduce their workload.

Research Walker (2010) states based on the task there are two kinds of activities that involve social relations, namely co-active tasks and interactive tasks. Co-active tasks are activities that make it possible to complete tasks together. Interactive tasks are activities that are not possible to be done alone so that requires individuals to work together with others. Walker's research (2010) on 95 students showed that interactive tasks have a greater chance of conducting emotional communication than co-active tasks. Emotional communication is emotional support that is used to help group members coordinate their group performance. Group members who experience flow can transmit positive emotions in the form of feelings of enjoying their activities to other members. Transmission of positive emotions makes other members feel the same feelings of enjoyment which helps them to experience flow. This causes the students to experience more in-depth flow when doing interactive tasks. Based on interview data and data from the Executive Information System, it can be concluded that most of the FSRD UNS student lecture activities are co-active tasks, namely taking classes, conducting individual practices, examinations and individual assignments. Lecture activities in the form of co-active tasks have fewer emotional communication opportunities because they are not required to work together to coordinate their performance. They do their own work so that the feeling of enjoying their activities is only kept for themselves. They cannot help get the people around them to experience flow. This has caused the academic flow of FSRD UNS students to be at a moderate level even though most students have high social support.

The results of the partial correlation test show that there is a relationship between social support and significant academic flow and is

quite strong. Significant relationship proves that the second hypothesis of this study was accepted, namely there is a relationship between commitment to the task with academic flow in FSRD UNS students. The relationship shown by the two variables has a positive direction which indicates that the higher the commitment to the task, the academic flow of FSRD students will be higher. Conversely, if the commitment to the work received is low, the academic flow of FSRD students will also be lower.

The results of this study are in line with research Sinnamon, Moran, & O'Connell (2012); Ljubin-Golub, Rijavec, & Jurcec, (2018) stated that music students in the early years, they have a high engagement (high engagement) with their assignments so that they are often in a flow condition. Goal settings which is one aspect of commitment to the task that has an important role in helping students to experience flow. Students with goal settings will have an engagement with their academic activities to achieve their goals. Students tend to listen more seriously to lectures and try to focus on academic assignments so that they are easy to experience flow. The above research is in line with the authors' research findings that commitment to the task has an influence on academic flow. While the contribution of influence given social support and commitment to the task together to academic flow that is equal to 18.8%, the remaining 82.2% is influenced by other factors not examined in this study. Some researchers claim that there are other variables that affect the condition of academic flow. Variables based on factors from within individuals that affect academic flow are the need for achievement (Baumann & Scheffer, 2011) and self-efficacy (Rodriguez-Sanchez, Salanova, Cifre, & Schaufeli, 2011). Variables based on factors from the environment are perceived social capital (Chang & Zhu, 2012).

Furthermore, the results of the calculation of the effective and relative contribution of each predictor variable to the criterion variable indicate that commitment to the task has a greater influence on academic flow in the Sebelas Maret University FSRD students than social support. The effective contribution of the commitment variable to the task is 19.36% while the effective contribution of the social support variable is 2.8%. Then the relative contribution of commitment to the task of academic flow was 87.25%, and the relative contribution of social support to academic flow was 12.61%.

The concept of flow was first developed by Csikzentmihalyi. According to Csikzentmihalyi (2014) the flow that occurs in carrying out academic activities is called academic flow. Academic flow is a condition where someone is able to concentrate and enjoy the academic activities carried out (Purwati & Akmaliah, 2016). Students can maintain a balance between ability and challenge through their commitment to academic assignments. Commitment to assignments makes students have a deep attachment to lecture assignments (Custodero, 2012). Students who are aware of their ability and are responsive to immediately improve their work are more easily experiencing flow even without the encouragement from outside. That makes the individual factor (commitment to the task) more influential than the factor from the environment (social support).

CONCLUSION AND RECOMENDATION

Based on the results of the above explanation, in general this research has been able to answer the research hypothesis that there is a relationship between social support and commitment to the task with academic flow in FSRD UNS students. The next thing, this research also proves that there is a relationship between variables, namely social support variables with academic flow and commitment to tasks with academic flow. This study was also able to provide information about the conditions of academic flow, social support and commitment to the assignment of FSS students in UNS. So that later the university is expected to be able to develop these aspects to improve the quality of education. This research is also expected to be a learning material for educators in order to design teaching and learning processes that can increase the enthusiasm of students and students in carrying out studies. For researchers, both related to social support, commitment to the task, and academic flow can present this research as reference material

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