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The Role of Academic Self-Efficacy and Social Support in Achieving Academic Flow in Online Learning

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Abstract

Academic flow is an important factor characterized by feelings of happiness, increase in concentration and self-control, focus and activities, thereby making students' learning effective. However, exploration of academic flow is still limited, specifically during the global pandemic, which forced students to study from home, including in Indonesia. Therefore, this study investigates the effect of students' academic self-efficacy and social support towards academic flow during the pandemic. Data were collected from 400 college students consisting of 135 males and 265 females. The measurements used in this study are Flow Inventory for Student, College Academic Self-Efficacy Scale (CASES), and Social Provisions Scale (SPS). Multiple linear regression analysis was conducted to test the hypotheses. The result showed that academic self-efficacy and social support positively and significantly influenced college students' academic flow during online learning. This means an increase in academic self-efficacy and social support will likely lead to a rise in academic flow, specifically during the pandemic.

Introduction

The Covid-19 pandemic has hampered activities conducted in almost all sectors globally. According to mediaindonesia.com (2020), Indonesia has approximately 60 million students at various levels of education affected by this pandemic. Therefore, to prevent the spread of this virus amongst students, the government directed the closure of all educational institutions and implemented learn from home policy, also known as distance learning. However, implementing the distance learning system is considered ineffective due to the accumulated workload, task deadline, and limited rest period. A survey carried out at kumparan.com in 2020 indicates that students believe that the learning process is far from their expectations. This is in line with the learning from a home survey conducted by the Directorate General of Higher Education of the Ministry of Education and Culture on online lectures during the pandemic (jogja.idntimes.com, 2020). Based on the survey, 89.17% of students stated that face-to-face learning was more effective than online (jogja.idntimes.com, 2020). Students tend to feel more bored, stressed, anxious and depressed, due to the implementation of the learning from home policy (Beritasatu.com, 2020). Therefore, teachers must provide social support to help students achieve academic flow in online learning.

According to Csikszentmihalyi (1990), flow is a positive psychological theory associated with the feeling that the burden received is in accordance with the abilities possessed and the comfort felt. It is a very pleasant state when people are completely involved in an activity (Bakker, 2008). Lesmana (2019) stated that flow is the enjoyment experienced while carrying out activities with adequate focus, without reference to time or the surrounding environment. Academic flow is a psychological condition or experience felt by students and characterized by the emergence of happiness feelings, increased concentration, involvement in activities with focus, and increased self-control (Markamad & Khuzaemah, 2019). Furthermore, Markamad and Khuzaemah stated that providing psychological satisfaction can be conducted by fostering positive emotions such as flow during learning. Putri (2016) stated that academic flow is a condition that makes students feel comfortable while carrying out academic activities with high concentration and very strong internal motivation.

The Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia/KPAI) survey conducted on 1,700 students at various levels of education from 13th to 20th April 2020 showed that approximately 76.7% admitted to feeling unhappy using online distance learning, while 23.3 % were impressed (Kompas. id, 2020). This is in line with a survey conducted by UNICEF from 18th to 29th May 2020 and 5th to 8th June 2020, whereby 66% of 60 million students in 34 provinces admitted being uncomfortable studying at home during the pandemic (education.kompas.com, 2020).

Some factors that affect academic flow are achievement motivation, self-efficacy, learning methods, social support, religiosity, and self-regulated learning (Markamad & Khuzaemah, 2019). One of the external factors is interference, such as when students ask their parents for help while carrying out their homework or due to the home's poor environment, which is not conducive for online learning. It can also make it difficult for students to be able to focus on the learning material. Based on the data description, many students find it difficult to experience academic flow in online distance learning activities.

According to a study conducted by Shernoff, Csikszentmihalyi, and Scheider (1988) and Husna and Rosiana (2014), students that experienced flow were more interested in learning activities, while getting assignments. On the other hand, those who do not experience flow are usually bored, while learning using this technique. One of the factors considered as the most influencing academic flow in online distance learning activities is social support obtained from parents, lecturers, or friends. In theory, when students get good social support, they can concentrate while studying, feel comfortable, enjoy the process, and be intrinsically motivated, leading to good achievement (Putri, 2016).

Students' decline in academic flow is caused by lower social support, specifically those not provided by parents, lecturers, and friends, which builds their focus during learning activities. Students feel that they have a different feeling between face-to-face classes and online distance learning (Atsani, 2020). Another factor is academic efficacy in an individual belief in performing related tasks at a certain level (Schunk, 1991; Bong & Skaalvik, 2006). According to preliminary studies, academic efficacy shows a person's belief in providing correct answers to questions that measure the content of knowledge on certain subjects, such as verbal and mathematical self-efficacy measurements (Zimmerman & Martinez-Pons, 1990). Pintrich and DeGroot (1990) used a

questionnaire to measure the motivational strategies allocated to a portion of a person's self-efficacy beliefs.

Furthermore, this study analyzed the dynamics of internal and external factors in academic efficacy and social support for students' academic flow. This is the first study to determine the importance of using online learning during the COVID-19 pandemic. It was also conducted to determine the effect of social support on academic flow in students that performed online distance learning.

Academic Flow

According to Csikszentmihalyi (1990) flow is a positive psychological theory associated with a feeling of comfort experienced during activity. Jackson and Marsh (1996, 2019) stated that flow is a condition when a person enjoys an activity without self-awareness followed by knowledge of the performance, clear goals, and full concentration. Similarly, Bakker (2008) stated that flow is an awareness of oneself that allows someone to be completely immersed in an activity. Csikszentmihalyi (2014) and Kemala et al. (2018) stated that academic flow occurs during educational activities. It is also known as the feelings that arise when they carry out academic activities (Hidayati & Aulia, 2019). Bakker (2005) reported that academic flow is when a person has fun while immersed in the work. Similarly, Latipun (2014) stated that academic flow is a person's internal condition that involves an experience of pleasure during academic activities. However, this study defined it as a feeling of comfort and focused on students when conducting their academic activities.

The Aspects of Academic Flow

Bakker (2008) stated that the aspects of academic flow are associated with absorption, enjoyment, and intrinsic motivation. a) Absorption is related to cognitive processes, i.e., when a person concentrates on carrying out an activity while forgetting everything around them. b) Enjoyment is a condition in which a person feels happy when conducting an activity. c) Enjoyment is also the result of the cognitive and affective evaluation of the flow experience. d) Intrinsic motivation is the need to carry out an activity which purpose is to get personal satisfaction and pleasure, not due to external pressure or rewards. According to Markamad and Khuzaemah (2019), social support in interpersonal relationships is one of the factors that affect flow. It is a form of assistance that involves several aspects, such as emotions, rewards, and information obtained from the surrounding environment. Social support makes individuals feel calm and loved with increased self-confidence.

Social Support

Social support is generally used to describe feelings of security, care, appreciation, or assistance from other people or groups. According to Kumalasari and Ahyani (2012), it is people's presence, care, and willingness through love and appreciation. Furthermore, Cutrona and Russell (1987) also stated that social support is an individual's need to get comfort, care, respect, affection, and love from others. Hanapi and Agung (2018) stated that social support contains verbal or non-verbal information or advice, with direct assistance obtained from others that have an emotional impact. In addition, Mahmudi and Suroso (2014) defined social support as an

informational and emotional source provided by other people around an individual faced with problems in their daily life.

Kumalasari and Ahyani (2012) added that social support is an interpersonal relationship that involves several aspects, such as information, emotional attention, assessment, and instrumental assistance obtained by students through interaction with the environment. Kumalasari and Ahyani (2012) therefore concluded that social support aids in increasing students' psychological well-being by creating a feeling of belonging, increasing their self-confidence, and positive feelings. This study was carried out in accordance with the definition of social support proposed by Cutrona and Russell (1987). According to them, an individual needs comfort, care, respect, affection, and love from others.

Social Support Aspects

Cutrona and Russell (1987) proposed the aspect of the social support used in this study. According to them, social support is divided into 6, namely guidance, reliable alliance, reassurance of worth, attachment, social integration, and opportunity, which explained as follows:

- a. Attachment. People's feelings of emotional attachment or closeness lead to a sense of security. This source of support usually comes from a partner, family member, or close friend.
- b. Social Integration. It allows people to feel such as they belong to a group to share interests and concerns, also carry out recreational activities to relieve anxiety.
- c. Reassurance of Worth. This social support is obtained by recognizing others for the competence and expertise possessed by a person. The source comes from a professional environment.
- d. Reliable Alliance. This is when people perceive getting social support from teachers, peers, or themselves during difficulties.
- e. Guidance. A relationship allows a person to acquire information and advice from teachers, religious leaders, or parents.
- f. Opportunity for Nurturance. One of the most important aspects of interpersonal relationships is feeling needed by others.

Academic Self-efficacy

According to Baron and Byrne (2004), academic self-efficacy is one of the three types of self-efficacy defined as an individual's belief to carry out assignments, organize learning activities, and realize academic expectations by themselves. Furthermore, students with this type of self-efficacy are more likely to be involved in academic activities, feel confident in achieving success and be brave in setting high targets. Students' academic efficacy will affect the selection of activities, goals, efforts, and individual persistence in classroom activities (Bandura, Schunk & Pajares, 2008). It also has the ability to facilitate educational progress and minimize the risk of dropping out of school in adolescents (Peguero & Shaffer, 2014). Meanwhile, low academic self-efficacy discourages students from continuing their studies.

Bandura (1997) studied the various aspects of academic self-efficacy important for individuals to achieve success. These included: a) The level of task difficulty students face when carrying out tasks, specifically those beyond their ability. b) The scope of the task or behavior area, such as some expectations limited to the specific field of behavior capable of spreading to various areas. c) Confidence stability, consisting of the degree of individual ability to believe or expect. Weak beliefs are easily shaken by unsupportive experiences, while the solid ones promote individuals to stay in their businesses, despite difficulties faced.

Method

This is a quantitative aimed to determine the effect of social support and self-efficacy on academic flow in students on distance learning during the covid-19 pandemic. The non-probability sampling technique was used to collect data from students studying in 8 faculties at the same university. The sampling technique is the convenience sampling, and the characteristics of the sample were: 1) active students, and 2) using online distance learning. Data were collected by distributing online questionnaires through a google form link. The questionnaires given were three psychological scales, namely the Social Provisions Scale (SPS), academic self-efficacy (CASES), and The Flow Inventory for Student (LIS). SPS was used to measure the variables of social support, CASES, and LIS for the academic flow variable. Furthermore, the data analysis technique used to test the study hypothesis was multiple linear regressions to determine the influence of social support and academic self-efficacy.

Flow Academic Instrument

The academic flow scale used in this study is the Flow Inventory for Student (LIS) developed by Listyo Yuwanto (2010, 2011, 2013) based on the theory of Csikszentmihalyi and Shernof (1988). This scale consists of 12 statements divided into 3 dimensions, namely absorption, enjoyment, and intrinsic motivation. Each dimension consists of 4 statement items using a Likert scale, namely 4 = Strongly agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree. The Flow Inventory for Student (LIS), absorption, enjoyment, and intrinsic motivation had a reliability score of 0.886, 0.806, 0.831, and 0.787. The score is high, assuming the total score obtained from the questionnaire is high and vice versa.

Social Support Instrument

The social support scale used in this study is the Social Provisions Scale (SPS) developed by Carolyn Cutrona and Daniel Russell in 1987 based on the 1974 Weiss theory. This scale consists of 24 statement items and 6 dimensions, namely attachment, social integration, reassurance of worth (recognition), reliable alliance, guidance, and opportunity for nurturance. Each dimension consists of 4 answer choices determined using a Likert scale, namely Strongly Agree, Agree, Disagree, and Strongly Disagree. The total score is obtained from the sum of all the answers on the entire statement. Therefore, the greater the total scores, the higher the social support for the respondents.

Academic Self-Efficacy Instrument

The academic self-efficacy scale used in this study is Indonesian CASES in Indonesian language developed by Ifdil, Bariyyah, Dewi, and Rangka (2019) based on the inventory theory by Owen and Froman (1988). This scale consists of 33 items with a reliability coefficient of 0.931 and is used to measure the degree of student confidence related to academic tasks. It consists of 5 answer choices ranging from a lot of confident (5) to very little confident (1). The total score is obtained from the summation of all the answer scores on the entire statement. The greater the total score, the greater the respondent's academic self-efficacy.

Results

Description of Study Respondent

Respondents in this study were 400 students, class 2017, 2018, 2019, and 2020 that conducted Distance Learning. Table 1 is a description of the study respondents based on demographic data:

Table 1. Description of Study Respondents Characteristics

Characteristics	N valid	Percentage
Gender		
Female	265	66.3%
Male	135	33.8%
Age		
17 – 19 years	106	26.5%
20 – 22 years	287	71.8%
23 – 25 years	7	1.7%
Academic flow		
low	11	2.8 %
medium	280	70.0 %
high	109	27.3 %
Social support		
medium	161	40.3 %
high	239	59.8 %
Academic self-efficacy		
low	3	0.8 %
medium	263	65.8 %
high	134	33.5 %

Description of Academic Flow Variables, Social Support, and Academic Self-Efficacy

Descriptive data on academic flow variables, social support, and academic self-efficacy was collected from 400 respondents in this study were describes in Table 2.

Table 2. Descriptive Distribution

Statistics	Academic Flow	Social Support	Academic self-efficacy
Mean	33.49	74.98	114.45
Median	33	75	115.00
Modus	36	81	115
Standard Deviation	5.471	9.424	15.556
variance	29.930	88.812	242.002
Skewness	0.208	-0.222	-0.054
Kurtosis	-0.353	-0.730	-0.211
Range	27	41	89
Minimum	20	52	75
Maximum	47	93	164
Sum	13.395	29.992	45779

Normality Data Test

The normality test is used to determine whether the data obtained are normally or abnormally distributed. The data can be believed to be normally distributed, assuming the significance of the residual variable has a significance value > 0.05 . Table 3 and Figure 1 above show that the variable's residual value was normally distributed at a significance value of $0.122 > 0.05$. The figure shows that the points or data are near and follow the diagonal line. This means that the residual value was normally distributed; hence, the regression model met the normality test and was further used to carry out this study.

Table 3. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		400
Normal Parameters ^b	Mean	.0000000
	Std. Deviation	4.40662707
Most Extreme Differences	Absolute	.040
	Positive	.040
	Negative	-.020
Test Statistic		.040
Asymp. Sig. (2-tailed)		.122 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

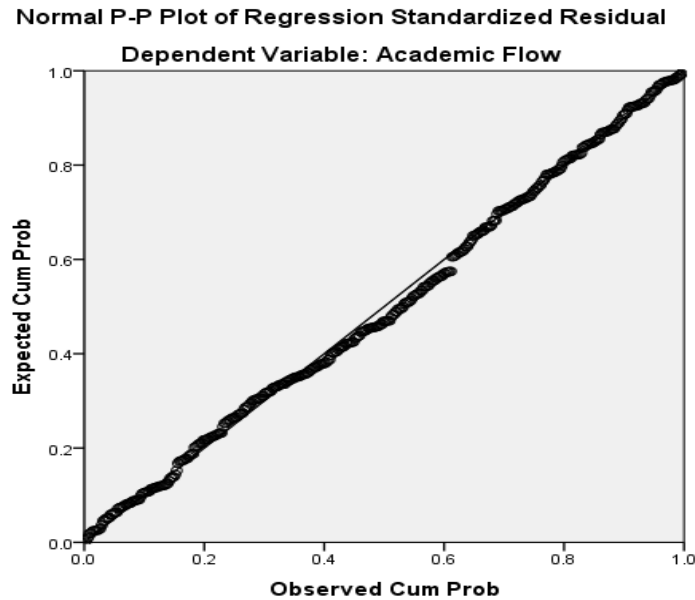


Figure 1. Normality Test Scatter Plot

Multicollinearity Test

The first classic assumption is the lack of multicollinearity among the independent variables. This means good regression models do not need to correlate with the independent variables. Therefore, multicollinearity needs to be determined using the VIF value of 10 at a tolerance value above 0.1.

Table 4 shows that the tolerance value for academic self-efficacy and social support is 0.932 with a VIF value of 1.073. Therefore, it can be concluded that the independent variable had the classical assumption of multicollinearity with a tolerance value of > 0.1 and $VIF < 10$.

Table 4. The Results of Multicollinearity Test

Coefficients			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Self-efficacy academic	.932	1.073
	Social support	.932	1.073

a. Dependent Variable: Flow

Heteroscedasticity Test

This heteroscedasticity test is used to determine the regression model that occurs with inequalities of variance used to detect the presence or absence of heteroscedasticity in a model at a significant value of 0.05 (see Table 5).

Table 5. The Results of Heteroscedasticity

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.842	1.309		1.407	.160
Social support	.009	.015	.033	.628	.530
Academic self-efficacy	.008	.009	.048	.920	.358

a. Dependent Variable: RES2

Based on the Figure 2, it can be seen that the dots spread randomly without forming a certain pattern. From the results of the heteroscedasticity test and the scatterplot results, the regression model can be used properly.

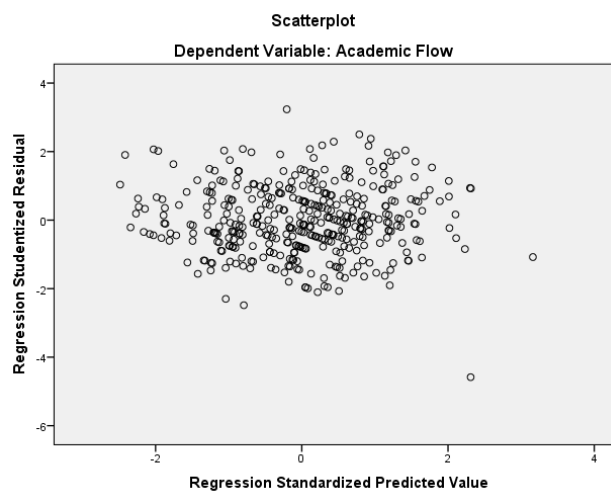


Figure 2. Scatter Plot of Heteroscedasticity Test

Autocorrelation Test

This autocorrelation test is used to determine the correlation between periods in the multiple linear regression models. Similarly, the Durbin-Watson (D-W) calculated statistical value was used to determine the regression calculation with statistical data. Table 6 shows that the Durbin-Watson value is 2,061 and lies between $1.840 < 2.061 < 2.159$. It can be concluded that the regression model did not have autocorrelation.

Table 6. The Results of Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.591 ^a	.349	.346	4.418	2.061

a. Predictors: (Constant), Academic self-efficacy, Social support

b. Dependent Variable: Academic flow

Hypothesis Test

A hypothesis test was used to determine the variables of social support and academic self-efficacy as predictor

variables of academic flow using multiple linear regression analysis techniques. The F-test result in the study is shown in Table 7.

Table 7. F-test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4174.159	2	2087.079	106.668	.000 ^b
	Residual	7767.779	397	19.566		
	Total	11941.938	399			

a. Dependent Variable: Academic Flow

b. Predictors: (Constant), Social support, Academic Self-Efficacy

From the F-test results, a value of 106,668 with a significance number of 0.000 at a significance level of 95% was obtained. The significance value was $0.000 < 0.005$, and based on this comparison, H_0 was rejected. This means that social support and academic self-efficacy variables had a significant effect on the academic flow variable. The coefficient of determination from the regression analysis in this study is shown in Table 8.

Table 8. The Results of Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.591 ^a	.350	.346	4.42337

a. Predictors: (Constant), Social support, Academic Self-Efficacy

b. Dependent Variable: Academic Flow

The value of the coefficient of multiple determination (R) and R^2 is 0.350, which means that 35% of changes in academic flow were caused by self-efficacy and social support. Meanwhile, the remaining 65% was due to other variables not included in this study. Furthermore, to determine the effect of each independent variable partially on academic flow, a t-test was carried out in this study, as shown in Table 9.

Table 9. t-test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.195	2.150		3.812	.000
	Academic Self-Efficacy	.203	.015	.577	13.765	.000
	Social support	.028	.024	.047	1.132	.258

a. Dependent Variable: Academic Flow

The t-test result showed that academic self-efficacy partially had a significant effect on academic flow ($t = 13,765$; $p = .000$) while social support had an insignificant effect ($t = 1.132$; $p > 0.05$).

Discussion

The aim of this is to investigate the effect academic self-efficacy and social support on college students' academic flow during distance learning due to Covid-19 pandemic. The spread of Covid-19 pandemic forced the change in education, especially in delivery mode from traditional teaching into online learning because of the fear, anxiety and stress among students and teachers (Paudel, 2021, Xhelili, Ibrahim, et. al, 2021). In addition, students face difficulties during online such as the limited internet and the lack of technology devices and furthermore they had difficulty in concentrating and understanding course materials and felt anxiety about their exams. (Xhelili, Ibrahim, et. al, 2021). This study was conducted to determine the effect of social support and academic self-efficacy on flow through regression analysis technique. The results showed a positive and significant effect of social support and academic self-efficacy on the academic flow of students that carry out distance learning activities. Furthermore, it showed that the higher the influence of social support and academic self-efficacy, the higher the academic flow and vice versa. The social support and academic self-efficacy that affect academic flow by 35% and 65% were influenced by other variables not examined in this study. Distance learning has high academic self-efficacy and social support on students because it makes it easier to carry out their academic activities comfortably and more confidently (Chandra, 2013). These results are in line with study conducted by Joo et al. (2010, 2012), Lim and Yeom (2020), and Pantu (2020) in various educational contexts before and during the pandemic. The findings are consistent with the results of a study conducted by Kim (2021) who reported that academic self-efficacy positively associated with the flow trait of college students.

It is also in accordance with the studies carried out by Husna and Rosiana (2014) and Kemala et al. (2018) where social support has a positive direction with flow because it is used to strengthen students' abilities. Study by Prihandrijani (2016) using SMA X students in Surabaya stated that academic flow of 4.9% contributed to social support, with the rest influenced by other factors not examined in the study. Markamad and Khuzaemah (2019) stated that it occurred due to the influence of achievement motivation, self-efficacy, learning methods, social support, religiosity, and self-regulated learning. Social support affects academic flow because social support provides comfort for students in carrying out their academic activities. Social support from various parties significantly contributes to the academic flow, this means that individuals who get more support show a higher level of academic flow. The types of support needed, such as guidance related to information on learning activities, assistance in solving daily problems, appreciation for self-competence, feelings of being needed by others, closeness to others, and feelings of belonging to groups. These various supports are important for students to get when running distance learning. Based on the results of the total score from 400 study respondents, 11 (2.8%), 280 (70%), and 109 (27.3%) had low, moderate, and high academic flow. Therefore, students had comfort and focus feeling that arises when they carry out academic activities during distance learning.

Conclusion and Recommendations

This study aimed to determine the effect of social support and academic self-efficacy on academic flow. The results showed a significant effect of social support and academic self-efficacy on academic flow in students

that conduct distance learning at one university. This existence makes them feel comfortable with high concentration in learning activities, and more enthusiastic, attention, mood, and motivation while getting assignments in learning. The implication of the results is associated with the provision of social support, which increases students' academic confidence through appropriate learning designs. This research was conducted in one university and with college students. It can be recommended to carry out the same research with various sample groups (high school) or increase the sample size of the research. In addition, it is also recommended for further study to re-examine the academic flow with other variables. Furthermore, qualitative research can be recommended to verify the reason for the low academic flow of students.

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