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The Role of Learning Motivation as a Mediator of Parental Social Support and Self-Concept on Students' Learning Achievement at State Vocational High School 3 Jakarta

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Abstract

This study examines and analyzes the mediation of learning motivation as a mediation of parental social support and self-concept of student learning achievement at SMK Negeri 3 Jakarta. This study uses a data collection method through distributing questionnaires and documenting report card scores. The population studied was 215 class X students at SMK Negeri 3 Jakarta in the 2024/2025 academic year. The data analysis method used in this study is the Structural Equation Model (SEM) using Partial Least Square (PLS). Data analysis techniques using Smart PLS application software version 4.0.9 2024. The results of the study are as follows: (1) Parental Social Support has a positive and significant effect on student Learning Achievement, (2) Self-Concept does not have a positive and significant effect on student Learning Achievement, (3) Parental Social Support has a positive and significant effect on student Learning Motivation, (4) Self-Concept has a positive and significant effect on Learning Motivation, (5) Learning Motivation has a positive and significant effect on student Learning Achievement, (6) Learning motivation does not mediate the effect of Parental Social Support on Learning Achievement, (7) Learning motivation mediates the effect of Self-Concept on Learning Achievement. This study clarifies that the factors that can develop student learning achievement at SMK Negeri 3 Jakarta are parental social support, self-concept and good learning motivation.

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1. INTRODUCTION

Humanity's efforts to improve the quality of its human resources are carried out through education. This noble goal is necessary because it is believed that with education, a person will feel more respected, more civilized, and have a bright future when directly involved in social life in society. Education aims to enlighten the nation's life, a means of developing students' abilities so that they always become pious, civilized, fit, knowledgeable, and responsible citizens (Law No. 20 of 2003). Education must always be improved and its quality enhanced in line with current developments in order to produce empowered individuals who are competitive, innovative, and quickly adapt to global challenges. According to data collected and released, *worldtop20.org* Statistical data from six international organizations, namely PISA, TIMSS, PIRLS, EIU, OECD, and UNESCO, indicates that Indonesia ranked 67th out of 209 countries in the education rankings in 2023. The rankings are based

on five levels of education. These rankings demonstrate that Indonesia's education quality still needs improvement to compete globally.

The 2022 Programmed for International Student Assessment (PISA) report released by the Organization for Economic Co-operation and Development (OECD) in a news release by katadata.com stated that Indonesian students scored 366 points in numerical ability, a 21-point decrease compared to the 2015-2018 results. This result is still below the average score of the organization's member countries, which ranges from 465-475. This means that Indonesian students are only able to answer simple calculation questions and are not yet able to reason to find solutions to more complex problems (Databoks, 2024). Furthermore, the Education Quality Assurance Center (BPMP) shows that Indonesian education report card data for 2023, based on the 2022 national assessment, states that the numeracy ability of high school (SMA/SMK/MA/equivalent) students has competency of 41.14%, a percentage that is still far from the good category (Ministry of Education and Culture, 2023).

The decline in student achievement is also suspected to be a result of the online learning implemented over the previous five years. Abdul Mu'ti, the Minister of Primary and Secondary Education, believes that even now, many students in Indonesia are experiencing learning loss (Yulianti, 2025). Learning loss is a reduction in students' abilities, motivation, and achievement in learning. Based on studies indicating learning *loss* done by the Son School Indonesia, as well as the Agency Standard Curriculum, The Ministry of Education, Culture, Research and Technology's Education Assessment (BSKAP) on student learning outcomes shows that female students are more affected learning *loss* because they have to do domestic work at home (Wulandari, 2023).

Based on the data presented, it is suspected that some students still have learning difficulties due to the many changes that have occurred and several other factors. Students who are able to adapt to these learning changes can influence their academic achievement at school. Academic achievement is the learning outcome achieved by students over a certain period of time at an educational institution, represented by a specific numeric value or symbol (Slameto, 2010). The learning process can be categorized as successful if the student's achievement in the report card exceeds the Minimum Completion Criteria (KKM).

Before formulating the factors, researchers conducted pre-research on 30 students to identify and analyze their beliefs about the variables that influence their academic achievement. Based on the questionnaire distribution, the following data were obtained:

Table 1.1 Results *Pra Research*

No	Faktor Yang Mendasari	Rata-rata	Presentase
1	Dukungan Sosial Orang Tua	4,28	41%
2.	Teman Sebaya	2,45	45%
3.	Konsep Diri	4,33	15%
4.	Peran Guru	3,50	34%
5.	Motivasi Belajar	4,65	41%

Source: data analyzed by researchers (2025)

According to the preliminary research findings presented in the table above, students identified the learning motivation variable as the most significant factor influencing academic achievement with an average of 4.65; the self-concept variable with an average of 4.33; the social support variable from parents with an average of 4.28; the teacher's role variable with an average of 3.50; and peers with an average of 2.45. Based on the results of the pre-research, the researcher used it as a basis for conducting additional studies on parental social support, self-concept, and learning motivation.

Support provided by the family environment is considered social support. Social support, particularly for adolescents, from family, friends, and the surrounding environment, can boost self-esteem, fostering a sense of security and comfort that is essential for personal development and progress to the next stage of life (Sanderson, 2004).

Based on research from Rosalina & Yamlean (2021), (Yudha, 2020), (Saputri et al. (2022) that there is a significant positive influence between parental support and student learning achievement. Social support from loved ones is more impactful than support from others whose relationships are distant from the individual. Parental support is very important for children in their learning process so that children can develop better in the field of education during school. Through providing emotional support, appreciation support, and information support, parents play an important role in increasing their children's learning motivation.

Discussions about social support provided by parents often overlap with the role played by an individual's internal characteristics in managing their self-perception, also known as their self-concept. Self-concept plays a role in shaping individuals' ideas, views, and beliefs about themselves and how they interact with others. A student's characteristics that support academic achievement will translate into appropriate learning outcomes.

According to Lussier as quoted by (Hidayah, 2019)*"your self-concept is your overall attitude toward yourself*". Based on this, your self-concept can be seen as your general attitude towards yourself. Lussier adds that "*self-concept is your perception of yourself, which may not be the same as how others perceive you*" which means a person's self-concept is their perspective of themselves, and there is no other way to see themselves except the way they see themselves. As a result, people have thoughts and feelings about themselves, which include their ideas and attitudes about themselves. In a negative self-concept condition, a student does not have the desire for self-development and will affect his academic achievement. The inability to see one's own abilities and potential is a direct result of a negative self-concept. On the other hand, a positive self-concept will make it easier for someone to achieve success and satisfaction in his life. Therefore, the self-concept that students have will have an impact on their level of success in achieving academic goals during school.

Several studies, including findings from various researchers, support the previously presented summary statement regarding the influence of self-concept on academic achievement (Hasan et al., 2021), (Rosa, 2020), and (Syahputra & Purba, 2023). These studies state that self-concept has a primary relationship that influences academic achievement, and that self-concept has a direct influence on academic achievement. The relationship between the two is significant. However, these studies contradict the research of (Adriano et al., 2023).*"Increases in general self-concept does not affect academic achievement and vice versa."* This means that improving self-concept does not affect the relationship between academic achievement and academic achievement. This is because there are still relatively weak indicators in the research.

A student's self-concept is not the only internal aspect that contributes to improved learning achievement; the student's inherent drive to learn is also a crucial factor. Motivation is the driving force that underpins a student's ability to carry out a learning process to achieve a pre-planned goal. According to Uno (2008), the emergence of student learning motivation is driven by internal variables. These factors include the desire to succeed in learning and the prospect of achieving goals. Based on the views expressed by these experts, it can be emphasized that learning motivation can function as a mediator in the process of influencing student learning achievement. Several researchers in the past have conducted research on the relationship between learning motivation and learning achievement. One such study was conducted by Alkadri et al. (2021), who found that learning motivation has a significant impact on student learning achievement.

The role of quality parental support is key to student success during their studies at school. Thanks to the support received from parents, students are able to develop a self-concept that influences

how they view themselves and how they behave (Usman et al., 2021). As stated by Syahputra & Purba (2023), by Amseke et al. (2021), and (Dewi et al., 2023) in their research, it shows that there is a strong positive influence between self-concept and parental social support on the learning motivation of adolescents in the social care system. This strengthens the hypothesis that in addition to parental support, self-concept is also a motivating factor for students to excel in school. In line with this opinion, it is stated that parenting factors and self-concept have an indirect influence on learning achievement through achievement motivation. It is also stated that this influence is indirect.

However, the statement put forward by previous researchers does not align with the research of Mauliddya & Rustam (2019), which explains that when learning motivation is present as a mediator of learning achievement, the significance of parental social support is not entirely significant. According to (Maknunah, 2015) and (Mulyawan et al., 2022), their research has shown no correlation between parental social support and learning achievement through learning motivation.

Based on the research study that has been found, there is a direct and indirect influence of learning motivation as a mediating variable on learning achievement, which is supported by the independent variables of parental support and self-concept, in accordance with the research results that have been found. Considering the existence of factors that act as mediators, the researcher is interested in knowing the extent to which learning motivation mediates between parental social support and self-concept in relation to learning achievement.

2. RESEARCH METHOD

This research uses a research methodology *ex post facto* which means "after the fact" so that this research is carried out after an incident occurs or is also called after *the fact.*In the research *ex post facto* Researchers must identify the causes of changes in behavior and phenomena that may be due to changes in the independent variables that have already occurred. This study adapts the data collection process to determine the relationship between variables, thus categorizing it as a correlational research methodology. Because the data generated is numerical, this study uses a quantitative approach with a survey methodology. (Sugiyono, 2019) states that survey methods can be conducted using questionnaires, postal, telephone, or interviews.

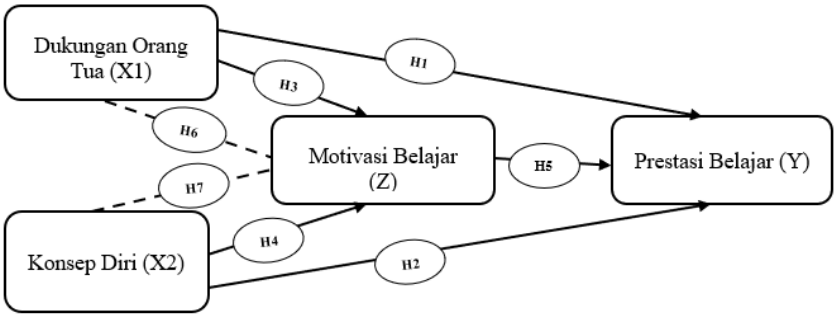
Population is the central area of a topic that has been determined by researchers as certain characteristics studied to obtain conclusions about the quality and features (Sugiyono, 2019). All students attending SMKN 3 Jakarta were included in this study population. During the 2024/2025 academic year, there were 215 grade 10 students included in the accessible population. This study used a proportional random sampling technique, which is included in the probability sampling area. Meanwhile, to determine the number of samples, the Isaac & Michael (1981) table rules were used based on a 5% simplification or error level. Therefore, it can be determined that 138 samples will be used to represent grade 10 students at SMKN 3 Central Jakarta.

In this study, the data collection techniques used were observation, documentation, and a questionnaire with a Likert scale. This questionnaire allows respondents to complete pre-formulated

statements and select answers based on a specific scale (Creswell, 2018). The following is the conceptual framework for this study:

Figure 2.1 Research Constellation

Information:



Parental Social Support (X1) : Independent Variable
Self-Concept (X2) : Independent Variable
Learning Motivation (Z) : Mediating Variable
Learning Achievement (Y) : Dependent Variable
: Direction of direct influence
: Direction of indirect influence

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research result

a. Measurement Model Analysis (Outer Model)

The following are the results of the internal model data analysis carried out by the researcher.

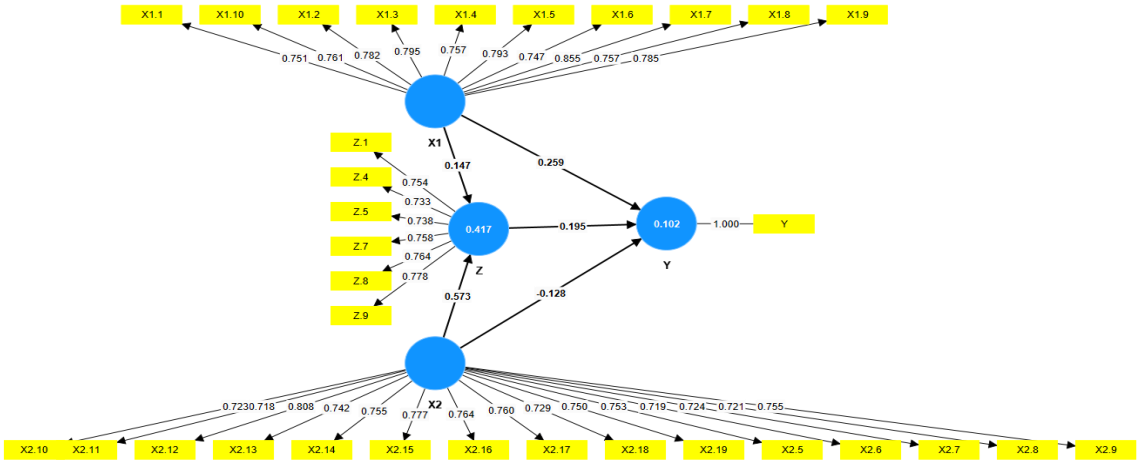


Figure 3.1 PLS-SEM Results

In conducting the outer model test, the researcher conducted an analysis of the value's convergent *validity*, *discriminant validity*, *average variance extracted* and *composite reliability.*

1. *Convergent Validity*

Convergent validation has a correlation with the measurement basis of a construct that is required to have a high correlation (Abdillah & Hartono, 2015). In measurement

convergent validity the value seen is *outer loading.* Based on the information presented in Figure 3.1 above, it is clear that each research variable indicator presented above has an outer loading value greater than 0.7. An indicator is categorized as good if the value is outer *loading* its > 0.7. According to (Ghozali & Latan, 2015) when the expansion of the measurement scale gains value *loading factor* If it reaches 0.5 - 0.7, it is considered sufficient to meet the requirements convergent *validity.* Based on these findings, it can be concluded that the research variable indicators have been validated and can be used for further research and analysis.

2. *Discriminant Validity*

Discriminant validation has limitations if the construct measurements are different, then they have a correlation with each other (Abdillah & Hartono, 2015). Meanwhile, according to (Ghozali & Latan, 2015), discriminant validity testing uses a method that tests the Fornell-Larcker criteria involving a comparison of the square roots. *Average Variance Extracted*(AVE) against the AVE value of the variable. If the score achieved at the root of the AVE exceeds the AVE of the variable, then it meets the requirements for discriminant validity. (Wong, 2015). The following is a list of values shown in the table explaining the Fornell-Lacker Criteria:

Table 3.1 Discriminant Validity (Fornell-Lacker Criteria)

	DSO	**KD**	**PB**	**MB**
Parental Social Support (X1)	**0.779**			
Self-Concept (X2)	0.394	**0.743**		
Learning Achievement (Y)	0.281	0.096	**1.000**	
Learning Motivation (Z)	0.376	0.628	0.212	**0.754**

Table 3.2 AVE Value and Value√AVE

Variables	**AVE**	**√AVE**	**Information**
Parental Social Support (X1)	0.607	0.779	Valid
Self-Concept (X2)	0.553	0.743	Valid
Learning Motivation (Z)	0.569	0.754	Valid

Based on the data in the table above, it can be seen that each indicator in the research variable has an √AVE greater than the correlation between constructs. The data obtained indicate that the variables used in this study meet the criteria for good discriminant validity and can be used for the next stage of analysis, namely the reliability test.

3. *Composite reliability*

In measuring reliability, you can observe the internal consistency value of *Cronbach's Alpha*(CA) and or value measurement *Composite Reliability* (CR). This study used CR for reliability testing because it is most appropriate for SEM-PLS in prioritizing variables based on their reliability. Meanwhile, CA is very sensitive to the number of variables in each construct. In measuring the authenticity of a construct's reliability, a CR value of >0.7 is considered appropriate (Hair, 2014). The following are the values: *composite reliability (*rho_a*)* as shown in the table below:

Table 3.3 Reliability Values

Variables	***Composite Reliability***	**Information**

Parental Social Support (X1)	0.935	Reliable
Self-Concept (X2)	0.949	Reliable
Learning Motivation (Z)	0.852	Reliable

The data in Table 4.11 shows that the composite reliability values for all variables exceed 0.6. This result indicates that each variable meets the composite reliability criteria. It can be concluded that all variables demonstrate a high level of reliability.

b.Structural Model Analysis (Inner Model)

In internal model analysis, the correlation between variables can be determined by examining reliability values. The following are the results of the internal model data analysis conducted by the researcher. In conducting the outer model test, the researcher analyzed the coefficient of determination (R-square), F-square, VIF, Q2, and hypothesis testing.

1. Coefficient of Determination (R Squared)

Variation in values *r-squared* can explain the impact of certain exogenous latent factors on relevant endogenous variables. (Imam Ghozali & Latan, 2015) suggested that the value *r-squared* of 0.75, 0.50, and 0.25 depict strong, moderate, and weak models from their respective perspectives.

Table 3.3 Values *R Square*

Variables	***R Squared***	**Information**
Learning Achievement (Y)	0.102	Weak
Learning Motivation (Z)	0.414	Weak

Based on the data in table 4.12 above, it can be seen that the value of the coefficient of determination (*r squared)* The mean of all the variables above is <0.5. This indicates that the variable is in the weak category. The results of the study show that the learning achievement variable is influenced by parental social support and self-concept by 10%, while learning motivation is influenced by parental social support and self-concept by 41%.

2. Effect Size (F-Square)

Analysis *f-square* using the stages carried out for changes *r squared* in endogenous constructs. With *f-square* We can determine the influence between variables structurally. According to Cohen (1998), the f-square value is 0.02 in the small category, 0.15 in the moderate/medium category, and 0.35 in the large category.

Table 3.4 F Square Values

	DSO (X1)	**KD (X2)**	**MB (Z)**	**PB (Y)**
DSO (X1)			0.033	0.061
KD (X2)			0.465	0.011
PB (Y)				
MB (Z)				

Based on the data in Table 4.13 above, it can be seen that the largest effect size (f-square) value is found in the variable of learning motivation on parental social support, at 0.465 or 47%, thus having a significant influence. Meanwhile, the other variables fall into the category of having a small influence, with f-square values below 0.15.

3. Variance Inflation Factor (VIF)

In statistical calculations, multicollinearity can occur when two or more independent variables or exogenous constructs are highly correlated. This can lead to inaccurate model predictions, which can negatively impact predictive accuracy (Sekaran & Bougie, 2017). A VIF value greater than 0.5 indicates a multicollinearity problem. A

VIF value less than 0.5 indicates no multicollinearity problem. Testing is performed to demonstrate correlation between constructs.

Table 3.5 VIF Values

	DSO (X1)	KD (X2)	MB (Z)	PB (Y)
DSO (X1)			1.184	1.223
KD (X2)			1.184	1.735
PB (Y)				
MB (Z)				1.706

The data in table 4.14 shows that all variables have VIF values below 5.00, which indicates that there is no multicollinearity problem in the correlation of this study.

c. Hypothesis Testing (Bootstrapping)

For the significance level (two-tailed) used in the bootstrap resampling approach, the T value consists of a 10% significance level (1.65), a 5% significance level (1.96), and a 1% significance level (2.58). In this study, the researcher used a 5% error limit so that the table value used was 1.96.

If the t-statistic is smaller than the t-table value (t-statistic < 1.96) and the p-value exceeds 0.05 (p-value > 0.05), the hypothesis is rejected. Conversely, if the t-statistic exceeds the critical value of the t-table (t-statistic > 1.96) and the p-value is below 0.05 (p-value < 0.05), the hypothesis is accepted. In bootstrapping testing there are two analyses, namely direct and indirect effects.

1. Direct Effect Analysis

Table 3.6 Direct Influence Analysis (Path Analysis)

Hypothesis	Original sample (O)	The sample mean (M	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Is.
H1: DSO -> PB	0.259	0.261	0.072	3.598	0.000	Accepted
H2: KD -> PB	-0.129	-0.134	0.091	1.419	0.156	Rejected
H3: DSO -> MB	0.152	0.155	0.068	2.252	0.024	Accepted
H4: KD -> MB	0.568	0.576	0.062	9.109	0.000	Accepted
H5: MB -> PB	0,195	0,196	0,085	2,288	0,022	Accepted

Description: Parental Social Support (DSO); Self-Concept (KD); Learning Motivation (MB); Learning Achievement (PB).

Based on the results *bootstrapping* As can be seen from table 4.15, the analysis of the direct influence between variables has 4 accepted hypotheses and 1 rejected hypothesis.

2. Indirect Effect Analysis

Table 3.7 Analysis of Indirect Effect (Mediation)

Hypothesis	Original sample (O)	The sample mean (M	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Is.

H6: DSO -> MB -> PB	0,030	0,030	0,019	1,600	0,110	Rejected
H7: KD -> MB -> PB	0,111	0,114	0,054	2,057	0,040	Accepted

Description: Parental Social Support (DSO); Self-Concept (KD); Learning Motivation (MB); Learning Achievement (PB).

Based on the bootstrapping results shown in table 4.16 above, it can be seen that the analysis of the indirect influence between variables has 1 accepted hypothesis and 1 rejected hypothesis.

3.2 Discussion

Based on the data analysis conducted, the following section will discuss the research findings in more depth, as they relate to previous relevant research. The following table explains the research findings:

a. Parental Social Support Affects Academic Achievement

Based on the analysis results shown in Table 3.6, it can be seen that the first hypothesis is accepted, meaning the influence of parental social support on academic achievement is direct and significantly positive. This perception is supported by the results of the path analysis, which has an original sample value of 0.259, a T statistic of 3.598 > 1.96, and a P value of 0.000 < 0.05. Rosalina & Yamlean (2021) stated that parental support can have a significant positive effect on achievement, reaching 50%. Other results were obtained from research. Research (Zunaidi, 2021) showed that parental attention affects the academic achievement of vocational high school students. (Yau et al., 2022) also supported this statement by arguing *"that adolescents' perceived maternal support was positively associated with their academic achievement* "which means that a mother's support for her teenage children has a positive influence on their academic achievement.

b. Self-concept influences learning achievement

Based on the analysis results shown in table 4.15, it can be seen that the second hypothesis is rejected**,** Therefore, it can be interpreted that Self-Concept does not have a direct influence on Learning Achievement. This perception is supported by the results of the path analysis, which showed an original sample value of -0.129, a T statistic of 1.419 < 1.96, and P value of 0.156 > 0.05. The results of this study support the research (Basith et al., 2021) "*the academic self-concept with academic achievement does not have a significant relationship"* which means that there is no significant relationship between academic self-concept and academic achievement. In addition, (Zahra et al., 2010) stated that *"Self-concept in relation to physical (physical ability, physical appearance) and social (same-sex peer relations, parent relations) was unrelated to academic achievement."* This means that physical self-concept and social self-concept are not related to academic achievement. This opinion is also in accordance with (Adriano et al., 2023)*"Increases in general self-concept does not affect academic achievement and vice versa."* The meaning is that increasing self-concept does not affect the relationship between academic achievement and learning achievement. This means that students' self-concepts that increase or decrease do not affect their learning achievement.

c. Parental Social Support Influences Learning Motivation

Based on the analysis results shown in table 4.15, it can be seen that the third hypothesis is accepted, it can be interpreted that Parental Social Support on Learning Motivation has a direct positive and significant influence. This perception is supported by the results of the path analysis which has an original sample value of 0.152, a T statistic of 2.252 > 1.96, and P value of 0.024 < 0.05. The results of the descriptive analysis imply that the parental social support variable has a good average score. Meanwhile, student learning motivation also has a good average score. These results support Rosa's (2020) research that an important factor that has a significant influence on a person's desire to learn is the social support they receive from their parents, friends, and those

closest to them. In line with this (Syahputra & Purba, 2023) suggested that providing social support in the form of relational support, emotional support, support based on appreciation, support based on instrumental support, and support based on information. This finding is in accordance with (Amseke, 2018) who stated that social support has a positive influence on student motivation when carrying out their daily routines, for example: fostering a positive outlook on the future, increasing mental peace and well-being, and reducing negative influences.

d. Self-Concept Influences Learning Motivation

Based on the analysis results shown in table 4.15, it can be seen that the fourth hypothesis is **accepted**, it can be interpreted that Self-Concept has a positive and significant direct influence on Learning Motivation. This perception is supported by the results of the path analysis which has an original sample value of 0.568, a T statistic of 9.109 > 1.96, and P *value* of 0.000 < 0.05. The descriptive analysis results show that the self-concept variable has a good average score. Meanwhile, student learning motivation also has a good average score. Therefore, it can be said that a good student self-concept can increase their learning motivation. One of the internal factors of learning motivation is influenced by self-concept (Rahayu, 2020). In accordance with previous research (Syahputra & Purba, 2023), this study also found that a person's self-concept significantly influences their learning drive. Research findings (Dewi et al., 2023) show a correlation between self-concept characteristics and variables determining mathematics learning motivation. Likewise, (Burhan et al., 2022) found a strong and mutually beneficial relationship between academic self-concept and student learning motivation. (Puji Pratiwi, 2023) also stated that self-concept has a direct influence on motivation.

e. Learning Motivation Influences Learning Achievement

Based on the analysis results shown in table 4.15, it can be seen that the fifth hypothesis is **accepted**, it can be interpreted that Learning Motivation has a positive and significant direct influence on Learning Achievement. This perception is supported by the results of the path analysis which has an original sample value of 0.195, a T statistic of 2.288 > 1.96, and P value of 0.022 < 0.05. According to research findings conducted by (Mulya & Lengkana, 2020), the level of achievement motivation has an influence on the level of learning achievement achieved by students. In addition, research conducted by (Zunaidi, 2021) shows consistent findings, namely that the level of learning motivation demonstrated by students has a positive and significant impact on the level of learning achievement they achieve. This previous research is strengthened by research conducted by (Fane & Sugianto, 2019) which states that learning motivation plays a vital role in student learning achievement. Students who have strong learning motivation tend to be more enthusiastic in learning, resulting in more optimal learning outcomes.

f. Learning Motivation Indirectly Influences the Relationship Between Parental Social Support and Learning Achievement

Based on the analysis results shown in table 4.15, it can be seen that the sixth hypothesis is rejected, it can be interpreted that parental social support does not have an indirect influence on learning achievement through the mediation of learning motivation. This perception is supported by the results of the path analysis which has an original sample value of 0.030, a T statistic of 1.600 < 1.96, and P value of 0.110 > 0.05. The results of relevant research (Junianto et al., 2023) indicate that achievement motivation does not act as a mediator between teacher support and student engagement in achievement. Research supporting this opinion is also put forward by (Mauliddya & Rustam, 2019) that the impact of parental social support on learning achievement is reduced when learning motivation becomes a mediating factor. These results are also in accordance with research (Maknunah, 2015) and (Mulyawan et al., 2022) that there is no indirect effect of parental support on learning achievement mediated by student learning motivation in vocational schools. Based on the results of the analysis, it is directly shown that parental social

support influences learning achievement, while the results of the indirect analysis show the opposite, so that the resulting effect is *direct-only (no mediation).*

g. Learning Motivation Indirectly Influences the Relationship Between Self-Concept and Learning Achievement

Based on the analysis results shown in table 4.15, it can be seen that the seventh hypothesis **accepted**, it can be interpreted that there is an indirect influence between self-concept and learning achievement through the mediation of learning motivation. This perception is supported by the results of the path analysis which has an original sample value of 0.111, a T statistic of 2.057 < 1.96, and P *value* of 0.040 > 0.05. The results of relevant research conducted by (Puji Pratiwi, 2023) show that student learning motivation significantly increases the positive relationship between self-concept and achievement motivation. According to (Hidayah, 2019), self-concept influences learning outcomes through motivational mediation. The findings of this study are supported by research (Dewi et al., 2023) which shows an indirect influence of self-concept factors on learning achievement mediated by learning motivation. Based on the results of the direct analysis, it shows that self-concept does not affect learning achievement, while the results of the indirect analysis show the opposite. So the resulting effect is *indirect-only (full mediation).*

4. CONCLUSION

To determine the effect of parental social support and self-concept on learning achievement through mediation of student learning motivation at SMK Negeri 3 Jakarta with the help of SEM Smart PLS 4.0.9 application program, then based on the results of the analysis of research data and discussions that have been done in the previous section can be concluded that the effect of parental social support on learning achievement is significant positive, the effect of self-concept on learning achievement is insignificant negative, the effect of parental social support on learning motivation is significant positive, the effect of self-concept on learning motivation is significant positive, the effect of learning motivation on learning achievement is significant positive, the effect of parental social support on learning achievement, which is mediated by student learning motivation, is direct and indirect, but not statistically significant. This shows that the resulting effect is direct, without involving mediation (direct-only, no mediation), the effect of self-concept on learning achievement, which is mediated by student learning motivation, has an insignificant direct effect and a significant indirect effect. This shows that the resulting effect is indirect only (indirect-only, full mediation).

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