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THE CORRELATION BETWEEN THE SENSE OF BELONGING AND LEARNING MOTIVATION TOWARD THE STUDENT'S SOCIAL WELFARE

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ABSTRACT
This research aims to see the correlation between the Sense of Belonging and the Motivation to Study and the correlation between the Sense of Belonging and Motivation to Study toward the Student's Social Welfare. This research uses causal models. The analysis technique used is SEM (Structural Equation Modeling), operated through the LISREL program. The population in this study were all active Indonesian students studying domestically. The number of samples in this study was 227 students who filled out questionnaires online. The results of this study indicate that the Sense of Belonging has a simultaneous influence on the Motivation to Study by 63%, and The Motivation to Study and the Sense of Belonging simultaneously influence the student's social welfare by 93%.

Keywords:
Sense of Belonging, Motivation to Study, Social Welfare.

INTRODUCTION

Education is not only the government's responsibility but also the responsibility of citizens for the continuity of education. All citizens have the right to participate in educational programs through planning, implementation, supervision, and evaluation. (Art. 8, Law No. 20/2003). The community is responsible for all levels of education, starting from elementary school, secondary education, and higher education. However, recently almost all countries, including Indonesia, have been hit by a lethal disease, Covid-19, which caused a severe problem for our education system.

The spread of it was so fast, and the number of patients was increasing poignantly every day, forcing the government to implement a new policy to break the chain of its transmission while still being able to provide education for students. For this reason, online learning is the best solution for maintaining the continuity of teaching and learning activities.

The most significant advantage of distance education is that it saves student time on the way to school or campus, offers flexibility where students can study in their most-liked way according to their ability, incurs cost savings, reduces stress caused by traffic jams, and has more time relaxing. (Dost et al., 2020; Purwanto et al., 2020). On the other hand, distance education also has many drawbacks, such as leading to boredom, reducing learning motivation, restricting teaching and learning activities due to the lack of learning facilities, encountering problems with an internet connection, lack of teacher's ability to use technology in the learning process, limiting teacher's ability to develop planning and implementing learning activities, creating a solemn burden in accomplishing tasks in a short time, inducing topics more complicated to understand, students don't have personal laptops or cellphones, students become less active, students lack concentration, students' readiness in learning dwindles, and family commotion foments distance education less effective. (Dost et al., 2020; Nurhasanah & Sobandi, 2016; Wibowo et al., 2020).

Since online learning is inherently carried out in a distant way where teaching and learning activities are undertaken separately, the students thus do not know their teachers/lecturers impeccably as well as they meet and have direct physical contact with them, shake hands, and build face-to-face communication. And even students have never been to step their feet into their school/campus at all. The question is whether the students can feel that they are undoubtedly students at certain schools or universities.

A sense of belonging is a feeling of being accepted and liked by members of a group, a feeling of being related to other things, and a feeling of belonging to a particular community. (Slaten et al., 2017). Sense of belonging reflects students' perceptions of inclusive schools as what PISA (Program for International Student Assessment) emphasizes that the measurement of the school environment lies on the extent to which adolescents feel accepted and safe at school (Kemendikbud, 2019). A sense of belonging reveals an essential indicator of students' social welfare. (Kemendikbud, 2019).

Meanwhile, the success of education in Indonesia is strongly influenced by the learning environment (Kemendikbud, 2019). Students who feel part of a school community are more likely to perform better academically and be more motivated at their school (Goodenow, 1993). A sense of belonging to school results in good academic achievement, and good academic achievement results in better social acceptance and school belonging (Wentzel, 1998). In some PISA countries, students with a high belonging index tend to score above students with a low belonging index. (Kemendikbud, 2019).

Students who have a good learning environment can provide positive energy for the development of learning outcomes (Mustami, 2019). A safe, comfortable, quiet, and clean learning environment is undoubtedly decent and most likely to stimulate, motivate, and facilitate students to learn (Idola et al., 2016).

Conversely, a poor learning environment can make students have negative moods or emotional states, such as boredom, tension, anxiety, and frustration due to adversity of adjustments because of a lack of confidence as an impact of that poor learning environment (Mustami, 2019). Students shall have many problems because of poor learning environment conditions, and only a few students with arduous determination and discipline can overcome these problems. They can respond differently to good and poor learning conditions and express their emotion according to the facts of the environmental conditions they encounter (Ibem et al., 2017).

This research aims to see the correlation between the Sense of Belonging and the Motivation to Study and the correlation between the Sense of Belonging and Motivation to Study toward the Student's Social Welfare.

By all the descriptions above, this research then aims to see the correlation between the Sense of Belonging and the Motivation to Study and the correlation between the Sense of Belonging and Motivation to Study toward the Student's Social Welfare.

METHOD

This research uses data analysis adjusted to the research pattern and the variables studied. The model used in this study is the causality model, and to test the hypothesis proposed in this study, we use SEM (Structural Equation Modeling), operated under the LISREL program, as the analytical technique.

The population in this study were all active Indonesian students studying domestically. The number of samples in this study was 227 students who filled out questionnaires online.

The data used in this study are primary data which are the source of research data obtained directly. The primary data used are the pattern of answers of respondents filling out questionnaires online. Data collection was carried out from May 10, 2023, to May 16, 2023, via link https://forms.gle/ENiNkgi5AQhZ8XRV8.

Psychometric testing and validation in this study used construct validity tests with CFA (confirmatory factor analysis). While, the assessment of the fit model is conducted by looking at the goodness of the fit index resulting from each data analysis. The fit index criteria used to see whether the theoretical model fits the data are chi-square (χ2) and or RMSEA (Root Mean Square Error or Approximation). The model can be declared fit with the data if one of the fit index criteria has been met or both the fit index criteria can be met.

If the fit model assessment is conducted by using the index *fit chisquare* (χ2), then the *p-value* of χ2 is expected to be insigficant (*p-value* ≥ 0.05). The insignificant chi-square (χ2) value indicates that there has been no significant difference between the theoretical model and the data. In other words, it can be stated that the model fits the data. *Chi-square* (χ2) is the most commonly used test model fit index in checking model fit, but *chi-square* (χ2) is very sensitive to sample size, regardless the sample is too large or too small (Brown, 2006). Berdasarkan hal tersebut selain menggunakan χ2, the fit model assessment in this research uses another fit index model, namely the RMSEA. If the assessment of the model fit is carried out using the RMSEA, then the expected RMSEA value is ≤ 0.05, so it can be stated that the model is a close fit. RMSEA value of < 0.08 indicates the model fit is enough. RMSEA is not sensitive to sample size but sensitive to complex models.

RESULTS AND DISCUSSION

Validity Test

The validity test aims to determine the ability level of an indicator (manifest variable) to measure its latent variable., and this research is conducted by providing 41 statements representing all variables with 227 respondents. If one of the variable indicators is invalid, it must be discarded or dropped because it suggests the indicator is not good enough to measure the variable precisely. (Ghozali, 2017). Each indicator of each latent variable has met the requirements because the loading factor is more than 0.20. The results of the validity test are in Table 1 below:

TABLE: 1
The Results of CFA Validity Test

Factor	Manifest	Loading factor		Error	Conclusion
		SLF	T-Value		
SENSE OF BELONGING	SB1	0.56	8.82	0.72	Valid
	SB2	0.71	12.09	0.47	Valid
	SB3	0.41	6.15	1.04	Valid
	SB4	0.76	13.16	0.51	Valid
	SB5	0.69	11.68	0.66	Valid
	SB6	0.63	10.23	0.93	Valid
	SB7	0.55	8.65	0.92	Valid
	SB8	0.74	12.81	0.57	Valid
	SB9	0.67	11.12	0.41	Valid
	SB10	0.68	11.41	0.50	Valid
	SB11	0.56	8.89	0.59	Valid
	SB12	0.74	12.85	0.64	Valid
	SB13	0.65	10.79	0.51	Valid
MOTIVATION TO LEARN	MB14	0.64	10.70	0.94	Valid
	MB15	0.74	12.80	0.58	Valid
	MB16	0.45	6.97	1.04	Valid
	MB17	0.62	10.17	0.67	Valid
	MB18	0.65	10.93	0.61	Valid
	MB19	0.63	10.53	0.73	Valid
	MB20	0.74	12.98	0.60	Valid
	MB21	0.50	7.97	0.69	Valid
	MB22	0.78	13.83	0.47	Valid
	MB23	0.79	14.17	0.49	Valid
	MB24	0.72	12.48	0.74	Valid
	MB25	0.82	15.03	0.37	Valid
	MB26	0.80	14.44	0.42	Valid
	MB27	0.81	14.67	0.47	Valid
	MB28	0.61	10.06	0.74	Valid
	MB29	0.61	10.07	0.81	Valid
SOCIAL WELFARE	KS30	0.85	15.65	0.41	Valid
	KS31	0.72	12.29	0.52	Valid
	KS32	0.54	8.57	0.75	Valid
	KS33	0.49	7.57	0.81	Valid
	KS34	0.55	8.84	0.67	Valid
	KS35	0.19	2.58	0.79	Valid
	KS36	0.21	3.17	1.02	Valid
	KS37	0.52	8.16	0.91	Valid
	KS38	0.36	5.51	0.64	Valid
	KS39	0.20	3.02	0.74	Valid
	KS40	0.57	9.13	0.65	Valid
	KS41	0.21	3.12	0.74	Valid

RELIABILITY TEST

The reliability test aims to test how the score of a variable obtained from the research sample has an internal consistency that indicates the reliability of a measuring instrument. According to Hair et al. in Sarjono dan Julianita (2018), reliability is calculated using the variance extract formula and construct reliability with the following formula:

The formula of *variance extract*

$$\frac{\sum standardized\ loading^2}{\sum standardized\ loading^2 + \sum measurement\ error}$$

The formula of *construct reliability*

$$\frac{(\sum standardized\ loading)^2}{(\sum standardized\ loading)^2 + (\sum measurement\ error)}$$

Based on the formula above, the variance extract and construct reliability values of each construct are obtained in Table 2 below:

TABLE: 2
Results of Realibility Test

Factor	*Variance Extract*	*Construct Reliability*
Sense of Belonging	0.393	0.892
Motivasi Belajar	0.424	0.920
Kesejahteraan Sosial	0.225	0.772

The calculation results show that the construct reliability of each factor is 0.892, 0.920, and 0.772 (> 0.70). It can be concluded that the reliability of each construct has been fulfilled.

Normality Test

The normality test is used to test whether scores for all variables follow a normal distribution, and it will be normally distributed if the p-value of Skewness and Kurtosis has been greater than 0.05. The results of testing the normality assumption can be seen in Table 3 below:

Table: 3
Results of Normality Test

	Skewness		**Kurtosis**		**Skewness and Kurtosis**	
Variable	**Z-Score**	**P-Value**	**Z-Score**	**P-Value**	**Chi-Square**	**P-Value**
SB1	-1.679	0.093	-0.910	0.363	3.647	0.161
SB2	-1.461	0.144	-1.657	0.097	4.880	0.087
SB3	-0.752	0.452	-0.969	0.333	1.504	0.471
SB4	-0.914	0.361	-0.462	0.644	1.049	0.592
SB5	-1.300	0.194	0.072	0.943	1.695	0.429
SB6	-1.221	0.222	-1.051	0.293	2.595	0.273
SB7	-0.852	0.394	-1.193	0.233	2.148	0.342
SB8	-1.031	0.303	-1.231	0.218	2.579	0.275
SB9	-0.932	0.351	-0.624	0.533	1.258	0.533
SB10	-1.400	0.161	-1.009	0.313	2.980	0.225
SB11	-0.795	0.426	-0.654	0.513	1.061	0.588
SB12	-1.164	0.245	-1.035	0.301	2.424	0.298

	Skewness		Kurtosis		Skewness and Kurtosis	
Variable	Z-Score	P-Value	Z-Score	P-Value	Chi-Square	P-Value
SB13	-1.151	0.250	-1.877	0.061	4.847	0.089
MB14	-1.556	0.120	-1.313	0.189	4.145	0.126
MB15	-0.759	0.448	0.490	0.624	0.816	0.665
MB16	-0.993	0.321	-1.420	0.156	3.003	0.223
MB17	-0.997	0.319	-0.816	0.414	1.661	0.436
MB18	-0.833	0.405	-0.414	0.679	0.866	0.649
MB19	-1.591	0.112	-1.365	0.172	4.397	0.111
MB20	-1.278	0.201	-1.000	0.317	2.634	0.268
MB21	-2.012	0.044	-1.037	0.300	5.121	0.077
MB22	-0.820	0.412	-1.135	0.256	1.961	0.375
MB23	-1.144	0.253	-0.893	0.372	2.107	0.349
MB24	-0.917	0.359	-1.459	0.144	2.971	0.226
MB25	-0.957	0.339	-0.839	0.401	1.620	0.445
MB26	-1.420	0.156	-1.126	0.260	3.284	0.194
MB27	-1.215	0.224	-1.177	0.239	2.863	0.239
MB28	-1.221	0.222	-1.418	0.156	3.502	0.174
MB29	-1.230	0.219	-0.814	0.415	2.176	0.337
KS30	-1.221	0.222	-1.051	0.293	2.595	0.273
KS31	-1.070	0.285	-2.183	0.029	5.910	0.052
KS32	-1.078	0.281	-0.916	0.360	2.000	0.368
KS33	-0.879	0.379	-0.356	0.722	0.900	0.638
KS34	-1.128	0.259	-0.164	0.870	1.300	0.522
KS35	-1.292	0.196	-0.681	0.496	2.132	0.344
KS36	-1.461	0.144	-0.632	0.527	2.534	0.282
KS37	-1.153	0.249	-0.530	0.596	1.609	0.447
KS38	-1.050	0.294	-0.218	0.827	1.150	0.563
KS39	-1.009	0.313	-0.386	0.700	1.167	0.558
KS40	-1.831	0.067	-1.015	0.310	4.385	0.112
KS41	-1.451	0.147	-0.749	0.454	2.666	0.264

Relative Multivariate Kurtosis = 1.289

In the normality test, data can be said to be normally distributed if the p-value of Skewness and Kurtosis has been greater than 0.05. Univariate normality shows the normality test results for each variable distributed normally.

Goodness of Fit Test

To test the SEM model can be done through a one-stage approach, that is by testing the measurement and structural models simultaneously. The problem that possibly arises is about the model mismatch toward the data or the model which does not fit. If such problem incurs in the SAM analysis, it indicates that the data used by the researcher do not support the measurement or structural model. Thus, the model

needs to be revised by re-specifying the model (Albergo, 2002). The goodness-of-fit to the hypothesized model can be seen in Table 3.

Table: 3
Test Result of *Goodness of Fit*

No	Index	Critical Value	Result	Description
1	Chi-square	Mendekati nol dan *p-value* tidak signifikan (> 0.05)	3978.83 p = 0.000	Tidak Fit
2	RMSEA	< 0.05	0.12	Tidak Fit
3	NNFI	>0.90	0.90	Fit
4	CFI	> 0.90	0.90	Fit
5	IFI	>0.90	0.90	Fit
6	RFI	>0.90	0.84	Cukup Fit
7	SRMR	< 0.08	0.097	Fit
8	GFI	>0.90	0.52	Tidak Fit
9	AGFI	>0.90	0.47	Tidak Fit

The test results of goodness-of-fit can be seen from the Table above and shows that the model is accepted. However, the scores of Chi-square, RMSEA GFI dan AGFI are not good. While the scores of NNFI, CFI, IFI, RFI, and SRMR are accepted marginally. From several model feasibility tests, it can be said that a model is feasible if at least one of the model feasibility test methods is met (Hair et al., 2012). In a study, it is not required to meet the goodness-of-fit criteria, but it depends on the perception of each researcher.

Correlation analysis between research variables

After the fit model is obtained, correlation analysis is performed to determine the direction and magnitude of the relationship between research variables before conducting simultaneous model tests. The results of the correlation analysis are as follows:

Structural Equations

MB = 0.79*SB, Errorvar.= 0.37 , R^2 = 0.63
(0.086) (0.075)
9.19 4.96

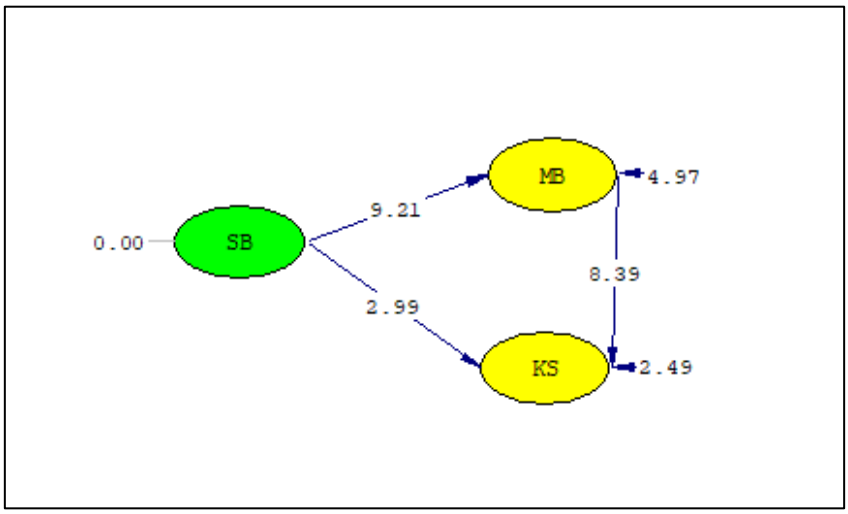
KS = 0.80*MB + 0.20*SB, Errorvar.= 0.070 , R^2 = 0.93
(0.095) (0.068) (0.028)
8.37 2.98 2.48

These results indicate that SB (Sense of Belonging) has a simultaneous influence on MB (Learning Motivation) with an R^2 value of 0.63 which means that the magnitude of the impact of a sense of belonging on learning motivation is 63% with an error variance of 0.37 with a standard error of 0.086 and a t-value of 9.19.

The results above also show that MB (Learning Motivation) and SB (Sense of Belonging) have a simultaneous influence on KS (Social Welfare) with an R^2 of 0.93 which means that the magnitude of the effect of learning motivation and a sense of

belonging to welfare is 93 % with an error variance of 0.070 with an SB error standard of 0.068 and an MB standard error of 0.095. While the t-value for SB is 2.98 and the t-value for MB is 8.37. This matrix shows the significance level of the effect of MB on KS and the effect of SB on KS, from which it is known that the t-value of MB on KS is 8.37 and the t-value of SB on KS is 2.98. While the t-table is 1.96 with a significance level of 5% (t-table calculations are done with SPSS), thus it can be concluded that MB (Learning Motivation) has a significant effect on KS (Social Welfare) because t-count > t- table 8.37 > 1.96. Meanwhile, SB (Sense of Belonging) significantly affects KS (Social Welfare) because t-count > t-table is 2.98 > 1.96. The SEM diagram can be seen in Figure 1 below:

Figure: 1
Diagram Path of Structural Model



CONCLUSION

The results of this study indicate that SB (Sense of Belonging) has a simultaneous influence on MB (Learning Motivation) by 63% The results of this study indicate that SB (Sense of Belonging) has a simultaneous influence on MB (Learning Motivation) by 63% with an error variant of 0.37, a standard error of 0.086, and a t-value of 9.19. MB (Learning Motivation) and SB (Sense of Belonging) have a simultaneous effect on KS (Social Welfare) of 93% with an error variant of 0.070 with a standard error of SB of 0.068 and a standard error of MB of 0.095. So, MB (Learning Motivation) has a significant effect on KS (Social Welfare) because t-count > t-table 8.37 > 1.96, and SB (Sense of Belonging) has a significant effect on KS (Social Welfare) because t-count > t-table, namely 2.98 > 1.96.

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