

## The Role of Goal Orientation and Social Support Towards Academic Help-Seeking in High School Students With Kurikulum Merdeka

Indra Prapto Nugroho<sup>1</sup>, Muhammad Zainal Fikri<sup>2</sup>, Angeline Hosana Zefany Tarigan<sup>3</sup>, Esa Arsyiatul Alfath<sup>4</sup>

<sup>1,2,3</sup> Department of Psychology, Faculty of Medicine, Universitas Sriwijaya

<sup>4</sup> Department of Psychology, Faculty of Psychology, Universitas Negeri Malang

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Correspondence concerning this article should be addressed to Esa Arsyiatul Alfath, Semarang Street, No. 5, Malang, East Java, Indonesia 65145.  
Email:  
[esaarsyiatulalfath@gmail.com](mailto:esaarsyiatulalfath@gmail.com)

### Abstract

This research aims to determine the role of goal orientation and social support in academic help-seeking among high school students with Kurikulum Merdeka. This research hypothesizes the role of goal orientation and social support in academic help-seeking in high school students. Participants totaled 150 high school students in Indonesia. The sampling technique used was purposive. This research used three scales as measuring instruments: the goal orientation scale, social support scale, and academic help-seeking scale. Data analysis in this research was conducted using simple regression analysis techniques. The results showed a significant role between goal orientation and social support variables on academic help-seeking variables with a significance value of .000 ( $p < .05$ ). The three variables' coefficient of determination (R-squared) is .817, included in the moderate category. This research can be a basis for educating students that asking for help is normal and beneficial for learning progress by proactively looking for supportive peers or teachers to discuss and help each other in learning.

### Abstrak

Penelitian ini bertujuan untuk mengetahui peran orientasi tujuan dan dukungan sosial terhadap pencarian bantuan akademis pada pelajar sekolah menengah atas yang mengikuti kurikulum merdeka belajar. Hipotesis penelitian ini yaitu adanya peran orientasi tujuan dan dukungan sosial terhadap pencarian bantuan akademis pada pelajar sekolah menengah atas. Partisipan berjumlah 150 pelajar sekolah menengah atas di Indonesia. Teknik sampling yang digunakan adalah teknik *purposive sampling*. Penelitian ini menggunakan tiga buah skala sebagai alat ukur, yaitu skala orientasi tujuan, skala dukungan sosial, dan skala pencarian bantuan akademis. Analisis data dalam penelitian ini dilakukan dengan teknik analisis regresi sederhana. Hasil menunjukkan adanya peranan secara signifikan antara variabel orientasi tujuan dan dukungan sosial terhadap variabel pencarian bantuan akademis dengan nilai signifikansi sebesar 0,000 ( $p < 0,05$ ). Nilai koefisien determinasi (R-squared) ketiga variabel sebesar 0,817 yang masuk dalam kategori moderat. Penelitian ini dapat menjadi dasar untuk mengedukasi pelajar bahwa meminta bantuan merupakan hal yang wajar dan bermanfaat untuk kemajuan belajar dengan proaktif mencari teman sebaya atau guru yang suportif untuk berdiskusi dan saling membantu dalam pembelajaran.



## **INTRODUCTION**

Education in Indonesia has undergone several changes, especially in the educational curriculum. It started with the Kurikulum 1947, the first educational curriculum after Indonesia gained independence, and it has been moved to the Kurikulum Merdeka, which is currently being implemented. These changes were made to realize the goal of making the nation's life smarter and to answer the education challenges in Indonesia so that it can compete with other countries (Sibuea, 2017). Law No. 20 of 2003 concerning the National Education System (Indonesian: *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*; 2003) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential.

To realize this goal, the government, through the Ministry of Education, Culture, Research, and Technology (Indonesian: *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*), continues to strive to improve the quality of education, one of which is by designing Kurikulum Merdeka. Learning freedom refers to students' independence in deciding how they study and the conditions in which they learn. Cited from *Kurikulum Merdeka Jadi Jawaban Untuk Atasi Krisis Pembelajaran* (English: *Kurikulum Merdeka is the Answer to Overcoming the Learning Crisis*; 2022), it explains that the aim of implementing Kurikulum Merdeka is to improve and overcome the crisis in the learning process that is already underway and has not yet improved by simplifying the curriculum to special conditions in the hope of more effectively mitigating the learning lag.

Kurikulum Merdeka also aims to enhance student engagement in the classroom with a streamlined and adaptable curriculum. It allows students the freedom to select subjects based on their personal interests, enhancing the essence of learning by giving teachers and students the autonomy to determine the learning process (Daga, 2021). Implementing Kurikulum Merdeka is crucial for high school students as it fosters their independence in managing their learning process.

The transition to the Kurikulum Merdeka curriculum brings benefits and difficulties for educators and learners, perhaps resulting in decreased efficiency in knowledge retrieval and teacher consultation. Classroom learning objectives can only be accomplished when there is sufficient question-and-answer interaction between students and teachers (Suwangsih & Tiurlina, 2006). The ideal condition in a classroom learning process is interactive student involvement, but currently, students need help understanding the learning material, lack concentration, and cannot ask the teacher directly (Putri et al., 2020).

The above problems are reinforced by the results of the survey by the Ministry of Education and Culture in 2020 regarding the learning process, where data was obtained that 59.9% of students had difficulty understanding lessons, 52% of students lacked concentration, 51.7% of students did not ask the teacher directly, 24% of students did not ask their friends directly, 17.6% of students had no assistance, and 12.9% for other reasons. Based on existing problems, it is deemed necessary for students to have the desire and ability to ask questions and find solutions to problems in their learning process. The behavior of asking for help that occurs when the individual is motivated to achieve certain achievements or goals in the learning process is called academic help-seeking (Pajares et al., 2004). According to Cheng and Tsai (2011), academic help-seeking involves asking for academic help from other people or peers and studying it to determine its effect on learning.

Students' desire to continue developing in their learning process is obtained from goal orientation and social support such as parents, friends, and teachers (Fredrick & Hummel, 2004). By adopting a clear goal orientation in their learning, students will better understand the specific actions they need to take to attain their intended objectives. This will increase focus and personal engagement during

learning (Mahesa, 2013). Individuals with elevated degrees of social support are more likely to harbor optimistic ideas in challenging circumstances than those with little social support (Mulyana et al., 2015).

Providing sufficient support to students will help them manage their learning process effectively. They will receive nurturing, focused, motivating, instructive, and advisory assistance while encountering learning challenges (Mulyana et al., 2015). Social support is crucial for sustaining the psychological well-being of individuals under stress, as it can have a beneficial impact, leading to a reduction in mental health issues (Effendi & Tjahjono, 1999). Insufficient social support can lead to heightened tension among students during the learning process, resulting in reduced comfort and hindered ability to achieve optimal learning outcomes (Sanjaya, 2019).

The explanation above shows that social support is important in the learning process, especially in increasing students' behavior of asking for help and developing students' goal orientation. Therefore, research was conducted on the role of social support and goal orientation in seeking academic help.

## **METHODS**

This research uses quantitative methods with multiple regression analysis techniques. Data analysis was carried out using the SPSS 27.0 for Microsoft Windows. The technique used in sampling was non-probability sampling with a purposive sampling method. Respondents totaled 150 students with details: (1) 49 students were male, and 101 were female; (2) 147 students were in the first year of high school, and three were in the second year. The respondents were students at high schools that had implemented the Kurikulum Merdeka in various regions in Indonesia, consisting of five large islands and four islands resulting from expansion. The breakdown of respondents by region is: (1) 38 students (25.3%) from Sumatra Island; (2) 14 students (9.3%) from Java; (3) six students (4%) from Kalimantan Island; (4) one student (0.7%) from Sulawesi Island; (5) 54 students (36%) from Papua Island; (6) two students (1.3%) from the Riau Islands; (7) 31 students (20.7%) from the Bangka Belitung Islands; (8) three students (2%) from the Nusa Tenggara Islands; and (9) one student (0.7%) from the Maluku Islands.

The measurement uses three psychological scales that the researchers developed themselves, namely: (1) the goal orientation scale developed based on theory by VandeWalle (1997) consists of 15 items with item coefficients in the range of .588 to .679 and an alpha reliability coefficient ( $\alpha$ ) of .849; (2) the social support scale developed based on the theory of Sarafino and Smith (2012) consists of 24 items with item coefficients in the range of .452 to .679 and an alpha reliability coefficient ( $\alpha$ ) of .919; and (3) the academic help-seeking scale developed based on theory by Cheng and Tsai (2011) consists of 12 items with item coefficients of .325 to .579 and an alpha reliability coefficient ( $\alpha$ ) of .769.

## **RESULTS**

The results of multiple regression analysis in hypothesis testing show a significant role between goal orientation and social support variables on academic help-seeking variables with a significance value of .000 ( $p < .05$ ). The coefficient of determination (R-squared) value for the three variables is .817 and this value is included in the medium category. This shows that goal orientation and social support affect academic help-seeking by 81.7%, and variables or factors outside the research influence the remaining 19.3%. The results of the hypothesis test analysis can be seen in Table 1.

Table 1.  
Hypothesis Test Analysis

<b>Variables</b>	<b>R</b>	<b>R-Squared</b>	<b>Sig.</b>
Goal Orientation	.904	.817	.000
Social Support			
Academic Help-Seeking			

Additional analysis tests were carried out, namely the difference tests based on gender and class. Analysis of the difference test using independent sample t-test. In the t-test based on gender, the significance value on the goal orientation variable was .085 ( $P > .05$ ), on the social support variable was .011 ( $P < .05$ ), and on academic help-seeking was .032 ( $P < .05$ ). From these results, it shows that there is no difference between men and women on the goal orientation variable. However, on social support and academic help-seeking variables, there are differences between men and women. The t-test results based on gender can be seen in Table 2.

Table 2.  
Differential Test Results on Respondents Based on Gender

<b>Variables</b>	<b>Gender</b>	<b>Mean</b>	<b>Sig. (2-tailed)</b>
Goal Orientation	Male	42.49	.085
	Female	41.29	
Social Support	Male	68.94	.011
	Female	66.58	
Academic Help-Seeking	Male	35.69	.032
	Female	34.18	

The t-test based on class shows that the significance value in the goal orientation variable is .013 ( $P < .05$ ), meaning there is a difference between the tenth and eleventh grades on the goal orientation variable. In the social support variable, the significance value is .051 ( $P > .05$ ), and the academic help-seeking variable gets a significance value of .086 ( $P > .05$ ). There is no difference between the tenth grade and the eleventh grade on these variables. The results of the t-test by class can be seen in Table 3.

Table 3.  
Differential Test Results on Respondents Based on Class

<b>Variables</b>	<b>Year</b>	<b>Mean</b>	<b>Sig. (2-tailed)</b>
Goal Orientation	First	41.56	.013
	Second	47.33	
Social Support	First	67.23	.051
	Second	73.33	
Academic Help-Seeking	First	34.59	.086
	Second	38.67	

The effective contribution test is carried out using the following formula:

$$EC(X)\% = \text{Beta}_x \times \text{Correlation Coefficient} \times 100$$

or

$$SE(X)\% = \text{Beta}_x \times r_{xy} \times 100$$

where  $\text{Beta}_x$  = coefficient B of variable X,  $r_{xy}$  = variable correlation coefficient, and EC = effective contribution.

The effective contribution to the goal orientation variable is -9.2% on the academic help-seeking variable. In the social support variable, the results of the analysis of the effective contribution to the variable seeking academic help were 90.9%. The value data used can be seen in Table 4.

Table 4.  
Description of Multiple Regression Analysis Data

Variables	Regression Coefficient (Beta)	Correlation Coefficient (r)	R-Squared (R <sup>2</sup> )
Goal Orientation	-0.385	.241	.817
Social Support	1.072	.848	

Relative contribution (RC) analysis was carried out to determine the contribution of goal orientation and social support variables to R-squared. The relative contribution (RC) analysis test is carried out using the following formula:

$$RC(X)\% = \frac{\text{Effective Contribution (X)}}{R - \text{squared}}$$

or

$$RC(X)\% = \frac{SE(X)}{R^2}$$

where  $R^2$  = R-squared, EC = effective contribution, and RC = relative contribution.

The analysis results show that the relative contribution to the goal orientation variable is -11.3%, and the social support variable gets a relative contribution analysis result of 111.3%, with a total value of relative contribution (SR) of 100% or equal to 1. Details of the results can be seen in Table 5.

Table 5.  
Description of Relative Contribution Analysis Data

Variables	Relative Contribution (RC)
Goal Orientation	-11.3%
Social Support	111.3%
<b>RC(X) Total</b>	<b>100%</b>

## DISCUSSION

The results of multiple regression analysis on goal orientation and social support variables on academic help-seeking showed that both variables have a role or influence on academic help-seeking. Goal-oriented students who receive social support from parents, friends, and teachers can foster their desire to continue learning and develop in their learning process (Fredrick & Hummel, 2004). When individuals desire to resolve their difficulties, they will proactively seek help because the problem can be faced with help from other people (Zahrina & Nurtjahjanti, 2017). Supporting this idea, according to Haq and Alsa (2015), goal-oriented individuals develop very important strategies in the

learning context by seeking adaptive help from other people. This also shows that goal orientation and support from other people can increase individuals' ability to seek academic assistance in their learning process.

In their research, Saragih et al. (2021) found that the support provided by the family has an important role in helping individuals solve problems and increasing the desire for individuals to continue to develop in their learning process. The environment has an influence on individuals in facing every academic problem because the environment around the individual understands the conditions and problems they are experiencing, so they can provide assistance and support as needed (J. Cheng et al., 2020).

Individuals with low social support will have weaker academic help-seeking behavior than those with medium and high social support (Nagai, 2015). This opinion supports the findings of previous research by Andrews et al. (2001), who found that some people will fail to seek help when experiencing serious problems because of the low level of social support in individuals. With high social support, students can control their learning, study time, and the problems they face with effective strategies (Hattie & Donoghue, 2016).

The analysis results show an effective contribution between the goal orientation and academic help-seeking variables, supporting previous research. There are two types of goal orientation: mastery goal orientation and performance goal orientation. Dweck (in Senko & Tropiano, 2016) describes mastery goal orientation as a form of developing material competencies and abilities, while performance goal orientation focuses on achieving achievements by outperforming other individuals. Students with mastery goal orientation have an adaptive way of learning that encourages them to learn and seek help when experiencing difficulties in the learning process. Meanwhile, performance goal orientation tends to push students in a maladaptive direction, where there is a motivation to excel compared to other students, thereby reducing motivation to seek academic assistance due to fear of being labeled as having decreased academic performance. Sharma and Nasa (2016) explained that mastery goal orientation is closely related to academic help-seeking, where students tend to be highly willing to complete tasks, do not give up easily, and are more open to seeking help. In connection with the research results, students in this research can be categorized as having a good mastery goal orientation. When linked to academic help-seeking, these results indicate that students can be open and have good awareness regarding seeking help when experiencing obstacles or difficulties related to the academic field.

The social support variable has also been proven to effectively contribute to the academic help-seeking variable, whereas good social support influences how students seek academic help. This can be explained through social learning theory. Bandura (1986) explains the importance of social variables in shaping an individual's behavior and emphasizes the importance of observation and interaction between the model and observer to produce the desired behavior. In connection with academic help-seeking, support from the social environment will form positive cognitive schemes in students. Students will learn to be open and seek help when encountering difficulties related to the academic process. However, when the observed environmental model does not provide good social support, students will be reluctant to seek help regarding obstacles to learning. Apart from parents and teachers, peers are also a social resource that can provide social support related to academic help-seeking. Good social interaction with peers encourages students to access knowledge and makes it easier for students to seek academic assistance (Schlusche et al., 2021).

Based on the results of the additional analysis tests that have been carried out, it was found that there were no differences between men and women in the goal orientation variable. Meanwhile, the

social support and academic help-seeking variables show differences between men and women. These differences showed that males have higher social support and academic help-seeking than females. Papalia (2008) suggested that this could be because women mature mentally earlier and have better and more intimate social relationships than men, so men need more attention or support than women.

Kessels and Steinmayr (2013) explained that many studies state that women tend to be superior in academic achievement compared to men. This can also influence decisions regarding academic help-seeking for female students. According to D'Lima et al. (2014), women are also said to receive recognition and awards related to academic activities more often from teachers and parents than men, so female students have a higher mastery goal orientation than men and lower academic self-efficacy. This creates a contradiction between belief in academic abilities and seeking academic help, where female students tend to want to master academic material well but, on the one hand, have doubts about seeking academic help because they fear bad assessments related to their academic performance.

Furthermore, teenage boys tend to have higher curiosity, so teenage boys dare to start friendships with anyone compared to girls (Fadillah et al., 2023). Swadharna et al. (2018) revealed that men have a higher desire to seek help than women but cannot convey their request for help other than to those closest to them or their support system. Traditional gender values that exist in society are also considered to be influential in academic help-seeking, where female students who ask for help are associated with traditional feminine views, which consider women to be weak and dependent on other people. In contrast, Pleck (in Brown et al., 2021) reveals that men are considered strong and independent.

Additional analysis tests also showed no differences in social support variables and seeking academic help based on class. There are differences between first-year and second-year students in the goal orientation variable. The results of the analysis show that individuals who have the highest goal orientation are second-year students who have prepared themselves thoroughly to determine their next goals and will feel motivated and want the learning process to achieve good grades (Nopirda et al., 2020). *Keputusan Menteri No. 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran* (English: Ministerial Decree No. 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery; 2022) states that second-grade students will determine a group of subjects according to their interests. In choosing this group of subjects, students are also expected to choose subjects that can support and suit their future goals or major. This reveals that goal orientation motivates individuals to achieve goals and be responsible for their actions and approaches to situations (Kain, 2010).

## CONCLUSION

It can be concluded that goal orientation and social support have a significant role in academic help-seeking in high school students who participate in Kurikulum Merdeka, so the hypothesis is accepted. There are limitations in this research that can be taken into consideration for further research. First, other variables are suspected to influence respondents who are not part of the research. The second limitation is that researchers did not collect data randomly during the data collection process, so the number of respondents from each regional division was not evenly distributed. Future researchers should consider research with a more specific focus on respondents in one area only. If the next researchers want to expand it, providing a quota of respondents in each region is best.

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