Systematic Analysis of Literature on Social Factors as Determinants of Student Motivation in Participation in IPS Competitions at Junior High School Level

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Abstract:. This study aims to examine the social factors that influence junior high school students' motivation to participate in social science competitions in Bandar Lampung City. Using the systematic literature review (SLR) method, this study collected and analyzed various relevant journals and articles from 2000 to 2025. The results showed that social factors, such as family support, peers, school environment, and the role of teachers, have a significant influence on students' learning motivation and participation in social studies competitions. Support from the social environment can increase students' self-confidence, foster a spirit of healthy competition, and strengthen intrinsic motivation. Conversely, excessive pressure and lack of psychosocial support can reduce students' motivation to participate. Strategies to increase motivation should involve the active role of all social elements around students and create a positive and fun learning atmosphere. These findings provide important implications in the development of learner coaching programs that are able to increase active participation in social and psychologically based academic competitions..

Introduction

Education is one of the fundamental elements in human life. Various aspects of life, whether individual, family, group, or nation and state, are greatly influenced by the progress of education. Education plays a role in elevating human dignity, especially compared to those who are not educated. As a system, education serves to improve the quality of life in all fields. In this modern era, education has become an urgent need for society. In essence, education is a process that helps individuals develop themselves in order to be able to face changes and achieve educational goals (Ningrum, 2019).

Improving the quality of human resources has a crucial role in improving the quality of children's education, especially through the development of educators' competencies, effective institutional management, and active community participation in the learning process (Lestari, 2022). Therefore, support from various parties is needed in the education process to improve students' abilities and competencies.

In Indonesia, education has become a top priority in achieving the national development goals stated in the 1945 Constitution of the Republic of Indonesia. One indicator of educational success is student academic achievement, which can be measured through academic competitions, such as social studies competitions at the junior high school level (Maesaroh & Imas, 2024).

Social Studies is an essential subject in shaping students' national insight, social attitudes, and critical thinking skills. To develop students' potential in the field of social studies, various academic competitions such as the Social Studies Olympiad are organized as a means to foster a spirit of learning, healthy competition, and achievement. Students' active participation in these competitions is an indicator of the school's success in fostering and developing students' interests and talents. Learning motivation and a conducive learning environment can significantly contribute to improving social studies learning achievement, with intrinsic motivation and social environmental support as dominant factors in shaping optimal learning outcomes.

Education is an important aspect in the development of quality human resources. In Indonesia, education not only aims to provide knowledge, but also to shape students' character and skills. One way to develop students' skills and character is through participation in competitions, especially in social studies. Social studies competitions are expected to encourage students to be more active in learning and understanding social concepts around them. However, students' participation in these competitions is often influenced by various factors, especially social factors in their environment.

One of the social factors that influence students' motivation to participate in social studies competitions is support from parents and the social environment. Research shows that social support can increase students' motivation to achieve (Ryan & Deci, 2000). At SMPN Kota Lampung, many students come from diverse family backgrounds, which of course affects the level of support they receive. For example, students from families who are more supportive of education tend to be more motivated to participate in competitions compared to students from families who are less concerned about their education.

In addition, peers also play an important role in student motivation. Bandura's (1977) social cognitive theory states that individuals learn from observation and interaction with others. In this context, if students see their friends participating and succeeding in social studies competitions, they will feel motivated to participate. This can be seen in SMPN Kota Lampung, where some students who are active in the competition often become role models for their classmates. Therefore, social interaction among students can be a significant driver in increasing their participation.

Furthermore, school environment factors also contribute to motivating students to participate in competitions. Schools that have a competitive culture and support extracurricular activities tend to be more successful in encouraging students to participate in various competitions. In SMPN Kota Lampung, support from teachers and adequate facilities can increase students' interest in participating in social studies competitions. For example,

tutoring and training provided by the school can help students feel more prepared and confident to compete.

However, while there are various factors that influence student motivation, there are also challenges. Some students may feel pressured to perform at a high level, which may reduce their interest in participating in the competition. Research by Deci and Ryan (2000) shows that excessive pressure can lead to a decrease in intrinsic motivation. Therefore, it is important for schools and parents to create a supportive environment where students feel comfortable to participate without excessive pressure.

In public schools in Lampung City, learning facilities are adequate. Comfortable classrooms, teaching staff who are suitable for the subjects they teach, libraries with relevant book collections, internet access, technological devices such as computers and projectors, and interactive learning media are available to support the teaching and learning process. The learning process will be successful if students have motivation to learn. Therefore, teachers need to foster optimal student learning motivation. Teachers are required to be creative in generating student learning motivation. In teaching skills, teachers are expected to be able to carry out teaching and learning activities well (Arianti, 2019). Teaching skills include how to open and close lessons, provide explanations of material, ask questions related to learning material, and create variations so that students do not get bored quickly, provide reinforcement, manage classes, teach small groups, lead small group discussions, and be responsive to student activity and participation in teaching and learning activities.

This phenomenon also indicates that there are factors beyond academics, especially social factors, that act as determinants of student motivation. For example, family support, peer influence, the role of teachers, the school environment, and the cultural values of Lampung society that emphasize collaboration over competition, are thought to strongly influence students' decisions to participate in both academic and non-academic fields. This condition shows that the availability of adequate facilities is not necessarily in line with the increase in student participation in academic competitions. This can be caused by various factors, such as a lack of motivation or encouragement from the family environment, lack of exposure to the types of social studies competitions, or low student confidence in competing.

Lampung City, as an urban area with complex social dynamics, faces challenges in increasing student interest in social studies competitions. Preliminary data shows that only 30% of public junior high school students in Lampung City are consistently involved in social studies competitions, even though the school provides adequate facilities and information. However, despite these facilities, the reality is that student participation in social studies competitions is still relatively low. This phenomenon raises questions about other factors that influence students' motivation and involvement in competitive activities in social studies.

This problem is important to study in depth in order to find solutions that not only focus on aspects of physical facilities, but also on coaching approaches, motivational strategies, and strengthening academic culture in the school environment. One of the interesting problem factors to be studied in education is student motivation in learning. This

activity is often carried out at the beginning, middle and end of learning. Based on the object of evaluation, it can be classified into input evaluation, transformation evaluation, and output evaluation. Input evaluation in learning includes matters related to personality, behavior, and beliefs. Thus, schools can be more optimal in utilizing the available facilities to encourage student achievement, especially in the field of social studies. Transformation evaluation includes matters related to learning transformation, such as materials, media, and methods. While output evaluation is related to the achievement of learning outcomes (Artama et al., 2023).

One of the factors that can increase learning motivation is peer group. Research conducted by Maryam shows that behavior in adolescence is determined by authority figures, where life is more influenced by peers. Motivation can be interpreted as a drive to act. Motivation is a force that arises from within individuals that encourages them to take an action (Erjati Abbas, 2017). In the process of determining action, it is necessary to pay attention to how students communicate when hanging out with peers who behave well and have a strong willingness to learn. Conversely, hanging out with friends who behave poorly or are lazy to learn can result in a decrease in individual learning motivation (Nur Cahaya Nasution, 2020). This study aims to comprehensively review the literature related to social factors that determine the motivation of SMPN students in Lampung City to participate in social studies competitions.

Research Method

This research is a Systematic Literature Review (SLR). SLR is conducted by identifying, reviewing, evaluating, and interpreting all relevant research. Through this method, researchers systematically review and identify journals by following predetermined steps (Triandini, 2019; Dinda, 2024). To complete this study, we collected journal articles from the Google Scholar database with the help of the Publish or Perish application. The keywords used included learning motivation, students, factors, and Systematic Literature Review. The cited articles came from journals published between 2000 and 2025. Furthermore, the author notes and reviews in depth, especially regarding the research results presented in the discussion and conclusion sections. At the end of the study, the researcher compared the findings presented in the articles and drew conclusions.

Result and Discussion

Motivation is an impulse that makes people act or behave in motivational ways that refer to the cause of a behavior, such as factors that encourage someone to do or not do something. Motivation is the basis for students to be able to obtain maximum learning outcomes, where learning outcomes will then be used as the basis for determining the achievement of expected competencies. The value obtained in learning outcomes also determines student learning completeness which affects whether or not students go to the next level (Yogi, 2024). Motivation is the driving force that encourages individuals to carry out various activities, including the learning process. Motivation can arise at certain moments, especially when there is a need to achieve a goal. Winkel in (Aida, 2023) states that learning motivation is the overall psychic driving force within students that triggers learning activities, ensures the continuity of the learning process, and provides direction in an effort to achieve certain goals. Sardiman emphasized that learning motivation is a psychic factor that is non-intellectual. Its distinctive role lies in growing passion, pleasure, and enthusiasm in undergoing the learning process.

The following are the results of a literature review that researchers found related to keywords related to social factors as a determinant of student motivation in participating in social studies competitions, namely as follows:

Researcher and Year	Research Title	Research Findings
Aida Nur Fitria Khamima, Dodi Suryana, Abdul Kholiq, 2023	Factors causing low student motivation: A Systematic Literature Review	This research identifies the internal and external factors that lead to low student motivation. While not specifically addressing social studies competitions, this study provides insight into the social factors that influence students' learning motivation in general.
Wahidul Basri, Mukhaiyar, Syafri Anwar, 2020.	Learning Outcomes of Social Studies Students in Junior High Schools from Social Interaction, School Culture, and Achievement Motivation	This study examines the influence of social interaction, school culture, and achievement motivation on social studies learning outcomes of junior high school students. Although it does not directly address social studies competitions, this study is relevant because it highlights the social factors that influence student motivation in the context of social studies learning.
Frontiers in Education, 2024	Variables that Affect Student Motivation: A Critical Literature Review	This article examines the various factors that influence students' motivation to learn, including social support, psychological values and environment. Although not specific to social studies competitions, it provides an in-depth understanding of social factors that can be applied in the context of social studies competitions.
Rahayu, 2021	The Relationship between	This research discusses the

Researcher and Year	Research Title	Research Findings
	Extracurricular Activities and Student Character Education and its Influencing Factors: A Systematic Literature Review	influence of extracurricular activities on student character education, including the social factors that influence student participation. Although the focus is on extracurricular activities in general, the findings in this study can be applied to understanding social factors in social studies competition participation.
Ryan dan Deci. 2000	Intrinsic and extrinsic motivation: Classic definitions and new directions. Contemporary educational psychology	Intrinsic and extrinsic motivation play an important role in student participation in academic activities. They found that students who have high intrinsic motivation tend to participate more actively in academic competitions, including competitions. This research emphasizes the importance of meeting students' psychological needs, such as autonomy, competence, and connectedness, to increase motivation and participation.
Wentzel, K. R. 2009	Hubungan siswa dengan guru sebagai konteks motivasi. Dalam Buku Pegangan motivasi di sekolah	Wentzel begins by explaining that students' motivation is not only influenced by individual factors, but also by social interactions, especially their relationship with the teacher. The author emphasizes that the teacher is not only a conveyor of material, but also a figure who can influence students'

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Researcher and Year	Research Title	Research Findings
		attitudes and behavior.
Jannah, S. N., & Sontani, U. T. (2018).	Learning facilities and infrastructure as a determinant factor in student learning motivation	The results show that learning facilities and infrastructure have a direct and strong relationship with student learning motivation. This indicates that the existence of these facilities and infrastructure has a significant influence on learning motivation. Thus, it can be stated that learning facilities and infrastructure are the main determinant factors in increasing student learning motivation.

Overall, these studies highlight the importance of social factors, support from the environment, and fulfillment of psychological needs in improving students' learning motivation. While not all the studies directly address social studies competitions, the results provide a strong basis for understanding motivational dynamics in the broader context of learning.

Student participation in academic competitions, including social studies competitions, is an important aspect of developing students' skills and knowledge. These competitions not only serve as a venue to measure academic ability, but also as a means to increase motivation and critical thinking skills. Maslow's hierarchy of needs theory states that human motivation is influenced by hierarchically arranged needs, ranging from basic needs to self-actualization. According to Maslow, determinant motivation is classified as follows:
1. Physiological needs
2. Need for security
3. Social needs (love, friendship)
4. Appreciation needs
5. Self-actualization needs

Self-Determination Theory (SDT) developed by Deci and Ryan. SDT emphasizes the importance of basic human needs, such as the need for competence, relatedness, and autonomy, in motivating intrinsic and extrinsic behaviors. In this context, social support from family, peers, and the school environment can fulfill students' relatedness needs, thus increasing their intrinsic motivation to actively participate in social studies competitions. In addition, Bandura's Social Cognitive Theory is also relevant because it highlights the influence of observation and social interaction in shaping students' behavior and motivation, particularly through modeling and reinforcement from their social environment. This means that motivation arises because of unmet needs. In the context of students participating in social studies competitions, encouragement from teachers has a crucial role for students to be

fully involved in participating in social studies competitions. The next finding is the determinant of learner motivation in competition participation, parental support has an impact and triggers the interest and involvement of students in the competition, either because of the need for recognition, social approval, or competitive spirit formed by the environment.

Mustofa suggests that many students are motivated by a desire to challenge themselves, gain experience, or prove their ability in a particular area. Bahar further suggests that motivation arises from pleasure, meaning that students with intrinsic motivation tend to be more committed and consistent in participating, regardless of external incentives. This shows the importance of reinforcing personal values and interest in the field of competition as a basis for motivation.

School is not only a place of knowledge transfer, but also a social arena where students build relationships with teachers and peers. According to Vygotsky (1978), learning is a social process that occurs through collaboration and dialog. Positive interactions with teachers (e.g. open discussion, constructive feedback) and peers (group work, emotional support) create a sense of security and relatedness, which are key components in Self-Determination Theory (Deci & Ryan, 1985). Studies by Wentzel (2009) show that students who feel socially accepted at school tend to be more motivated to achieve academic goals. Conversely, a stressful school environment, bullying, or discrimination can decrease motivation and learning performance (Juvonen et al., 2000). In the context of competition, school climates that encourage collaboration rather than individualized competition have been shown to increase student participation (Ames, 1992). Family and community environments also contribute to learning motivation. Parents who are actively involved in their child's education, for example, through open communication about academic expectations provide a strong emotional basis for students to face challenges (Eccles & Harold, 1993). On the other hand, social pressure from the community (e.g. stigmatizing failure) can create anxiety and reduce intrinsic motivation (Steele, 1997).

The researcher's final analysis confirmed that social factors are very important in shaping students' motivation to participate in social studies competitions. Support from parents, peers and the school environment will increase students' enthusiasm and confidence. Research states that social support can increase achievement motivation, foster a sense of healthy competition, and encourage students to dare to participate in competitions. Support from active and positive parents provides a strong emotional foundation, so students feel more motivated to participate in social studies competitions. If parents motivate and encourage, students will feel valued and more confident. In addition, peers also have a great influence, especially through social interaction and observation. Active and accomplished peers can be role models and motivate other students to participate. Teachers as facilitators also play a role in increasing student motivation. Teachers need to be able to create a pleasant learning atmosphere, provide intrinsic motivation, and foster student confidence with various innovative teaching methods. Adequate facilities are also a supporting factor, such as comfortable classrooms, complete learning media, and guidance activities that strengthen students' readiness for competitions. In general, social factors such as family support, peers, the role of teachers, and the school environment are very instrumental in increasing student motivation to participate in social studies competitions. Therefore, efforts to increase student motivation and participation must be implemented holistically, involving all social elements in the school and family environment.

Conclusion

Based on the literature review and analysis of social factors that influence junior high school students' motivation to participate in social studies competitions, it can be concluded that students' motivation is strongly influenced by support from the social environment, especially family, peers and the school environment. Active and positive support from parents, as well as observation of the success of peers, plays an important role in increasing students' self-confidence and spirit of competition. On the other hand, the role of teachers in creating a fun, innovative and supportive learning atmosphere is also an important factor in generating students' intrinsic motivation. Adequate facilities and a healthy competitive culture in the school environment also strengthen students' motivation to actively participate in social studies competitions. However, the main challenge is to avoid excessive pressure that can actually reduce students' intrinsic motivation. Therefore, strengthening social support, building a conducive school environment, and coaching approaches that touch on psychological and social aspects are key in increasing student participation and motivation in social studies competitions.

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