



Journal of Education, Teaching, and Learning is licensed under  
A [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

## LEARNING SATISFACTION AND SOCIAL SUPPORT IN RELATION TO ACADEMIC ACHIEVEMENT

Andi Syahputra<sup>1)</sup>, Abd. Basith<sup>2\*)</sup>, Abidah<sup>3)</sup>, Liasya Putri Ananda<sup>4)</sup>, Gao Wei<sup>5)</sup>

<sup>1)</sup> STAIN Teungku Dirundeng Meulaboh, Aceh, Indonesia  
E-mail: [andisyahputra@staindirundeng.ac.id](mailto:andisyahputra@staindirundeng.ac.id)

<sup>\*)</sup> ISBI Singkawang, Singkawang, Indonesia  
E-mail: [abdbasith.isbisinkawang@gmail.com](mailto:abdbasith.isbisinkawang@gmail.com)

<sup>3)</sup> STAIN Teungku Dirundeng Meulaboh, Aceh, Indonesia  
E-mail: [abidahmarzuki@staindirundeng.ac.id](mailto:abidahmarzuki@staindirundeng.ac.id)

<sup>4)</sup> STAIN Teungku Dirundeng Meulaboh, Aceh, Indonesia  
E-mail: [liasyaputriananda@gmail.com](mailto:liasyaputriananda@gmail.com)

<sup>5)</sup> Central China Normal University, Wuhan, China  
E-mail: [65206339@qq.com](mailto:65206339@qq.com)

---

**Abstract.** Academic achievement has been a crucial aspect in for the students to have a successful learning process. It requires learning satisfaction and social support in every learning step. This research aims to: 1) describe the level of learning satisfaction, social support, and academic achievement; 2) analyze the differences in learning satisfaction, social support, and academic achievement, and; 3) analyze the influence of learning satisfaction and social support on academic achievement. This research uses quantitative methods with a survey approach. The population is 430 students of the English department at Islamic Colleges in Aceh. The simple random sampling technique functions to take the sample of 239 students (43 male and 196 female students). The instruments used in data collection are the Learning Satisfaction Scale, Social Support Scale, and Great Point Academic documentation. The data analysis uses descriptive statistics, MANOVA, correlation, and Multiple Linear Regression. The results show that the learning satisfaction, social support, and academic achievement levels are in the high category. University differences affect learning satisfaction, social support, and academic achievement levels. Finally, learning satisfaction and social support have a simultaneous impact on academic achievement.

**Keywords:** learning satisfaction, social support, academic achievement

---

### I. INTRODUCTION

One aim the students must achieve in the education process at university is good academic achievement. This is because it is a parameter of successful learning. Academic achievement reflects the mastery of knowledge, skills, and attitudes possessed by students after having the learning process. In higher education, student academic achievement describes the students' learning outcomes. It is in the form of an accumulation of some courses within one semester in the form of an academic achievement index. This statement is in line with Elisabeth Sitepu (2017). She stated that achievement is the result of completing a certain learning package arranged in certain forms of a specific evaluation process. Bloom emphasizes that academic achievement is closely related to the cognitive domain. This is because the affective and psychomotor domains can run through other types of tests (Anderson & Krathwohl, 2015). Therefore, the

learning process must have clear goals to be achieved. These goals should be adjusted in such ways that all students who take part in the learning can obtain a satisfactory achievement index (Sudjana, 2008). Especially for students who are in religious universities because the challenges they have will be greater. Students who study at religious universities will have higher pressure because of the image of these religious universities. Although not majoring in religion, students are required to have good religious knowledge. This is indicated by the existence of several religious courses in the curriculum even though they are not religious majors.

Some factors influence student learning success. Empirically, they are demographic factors, behavioral characteristics, intelligence, psychological sides (namely attitude, self-esteem, self-efficacy, and self-concept), motivation for success, motivation and self-regulation, and

satisfaction (Dzulkifli & Alias, 2012; Al-Zoubi & Younes, 2015; Doostian et al., 2014; Cleary & Kitsantas, 2017). Two factors underlie the growth of academic achievement in students, namely internal and external factors (Purwanto, 2006). Internal factors stem from the individual, such as interest, motivation, way of learning, maturity, readiness, and so on. Meanwhile, the external ones arise from the external environment, including teachers, school, family, community, etc. Thus, individuals can improve academic achievement if they already have good learning satisfaction and social support.

Learning satisfaction is certainly a very important part for students in following learning in order to achieve optimal success. Satisfaction means an expression of a feeling that describes a person's pleasure or disappointment because of a comparison between the perception they have and the expected experience of the service they feel (Kotler & Keller, 2015). Learning satisfaction also means the students' feelings or attitudes towards learning activities. It directly reflects the extent to which students' expectations are met during the learning process (Weerasinghe & Fernando, 2017; Yu, 2022). Also, learning satisfaction is the students' feelings or attitudes that they can fulfill their desires and needs in learning activities or processes (Topala & Tomozii, 2014). Therefore, a high level of learning satisfaction can provide great hope for students in achieving success and improving their performance to achieve better results. Student satisfaction also comes from their achievement and enjoyment, thereby providing a pleasant experience and ultimately achieving success in learning (Sinclair, 2011). There are three dimensions of learning satisfaction, namely teaching, assessment, and generic skills and learning experiences (Fieger, 2012). Teaching is a combination of two activities, namely teaching and learning activities. Assessment is part of the learning process. Thus, the teachers must provide objective assessments to all students. General abilities and learning experience are the learning benefits that students expect from the learning process.

Social support plays a very important role in the success of every student in the learning process. Social support can be based on a sense of comfort, getting attention, receiving awards, or various forms of assistance that someone always gets from other people or a particular group (Sarafino & Smith, 2014). This is in line with Cobb (Bilgin & Tas, 2018) who defines social support as a perception of a person related to various aspects of caring, love, and appreciation. Social support also means the availability of people in the surrounding environment who can be relied on when needed to help solve the problems being faced. In general, when someone gets social support from others, they will feel a lot of love, attention and appreciation for themselves. It is also about the fact of having a network of people that the individual can rely on if needed. In general, someone who receives social support feels that they are loved, cared for, and appreciated. Social support can also increase positive influence in achieving emotional balance (Boren, 2013), dealing with stress (Horan & Widom, 2015), creating mental well-being (Ennis & Bunting, 2013, Rajendran, 2015),

increasing self-esteem (Rueger et al, 2016), and positively influencing learning achievement (Jeremia & Kusmiyanti, 2022).

A positive assessment of social support means that the individual considers that the social support received from others can function properly according to needs (Rokhmatica & Darminto, 2013). The positive impact of appropriate social support can cope with stress when the individual has problems and provide well-being within the individual (Bovien in Fabian et al., 2017). Next, the individual can better adapt to their environment, or adapt themselves to the circumstances or problems experienced (Amylia & Surjaningrum, 2014). Social support can be divided into three, namely support from parents called parental social support, teacher social support, and peer social support (Chen in Li, 2012).

Based on some descriptions above, learning satisfaction and social support are significant for students' success in learning, especially in achieving a high achievement index. However, some research findings show that the students' satisfaction level with learning is still low or sufficient (Maharani, Febriyanti, & Husnul, 2020). Another study conducted at academic institutions in Ghana, Ethiopia, and South Africa showed that students were dissatisfied with the quality of the academic experience (Gbadamosi & De Jager 2009). Likewise, social support has not been obtained optimally (Putri & Fauzia, 2019). Therefore, it is necessary to carry out in-depth research regarding the level of learning satisfaction and social support for students and their influence on academic achievement. This research tries to examine the influence of each aspect of the variable to make the results more specific and holistic.

This research is different from some previous studies. However, it remains a reference in carrying out research that will be carried out. First, Khan & Iqbal (2016) found that satisfaction is not significantly related to academic achievement. Muzakki (2021) showed a significant relationship between satisfaction and academic achievement. This difference has been the basis for conducting this research. The confusing results are the basis for why this research was conducted. Cirik (2015) stated that social support has a significant influence on academic achievement. However, this research also involves some variables, including mediator variables which are not the same as the research to be conducted.

Based on some research findings, some variables to be tested in this research have not been widely used by previous researchers. Therefore, they have been to explore the influence of learning satisfaction and social support simultaneously on academic achievement. This research is significant for conducting in-depth verification regarding the influence among variables. The findings can also affect the educational and scientific world. Specifically, this research has three main objectives, namely: 1) describing the level of learning satisfaction, social support, and academic achievement; 2) analyzing the differences in learning satisfaction, social support, and academic achievement, and; 3) analyzing the influence of learning satisfaction and social

support on academic achievement. This research focuses on students majoring in English at the Aceh State Religious College. The selection of the department is due to the lack of interest compared to other majors. In addition, the input is diverse and dominated by students with basic competencies that are not yet qualified. So it is necessary to explore more deeply related to academic achievement by placing social support and learning satisfaction as predictors of these variables.

## II. METHODS

This research runs using a certain approach. It uses a quantitative approach with a survey design as a system that organizes research patterns to find out research objectives. Survey research is useful to study the samples from a population by collecting data in quantitative or numerical form, attitudes, or opinions (Creswell, 2014).

This document is a template. An electronic copy can be downloaded from the conference website. For questions on paper guidelines, please contact the conference publications committee as indicated on the conference website. Information about final paper submission is available from the conference website. The manuscript is delivered using the following components: introduction, methodology, results and discussion, and conclusions.

### Population and Sample

The population is all students of the English study program in semesters 2, 4, and 6 at STAIN Teungku Dirundeng Meulaboh, IAIN Takengon, and UIN Ar-Raniry (430 students). Then a sample of 239 students was taken (male; 43 students and female: 196 students) using a simple random sampling technique based on the Slovin formula with an error rate of 0.1 (Sugiyono, 2019). The entire population was randomized using the run function in excel so that the desired number of samples was selected. Table I below displays the data (frequency and percentage) related to demographic information from the research respondents.

Table I  
 Percentage of Respondents Demographic Information

Demographic Information		Frequency	Percentage
Gender	Male	43	18
	Female	196	82
University	STAIN Teungku Dirundeng Meulaboh	29	12,1
	IAIN Takengon	14	5,9
	UIN Ar-Raniry	196	82
Years of Study	1 <sup>st</sup> Years	51	21,3
	2 <sup>nd</sup> Years	109	45,6
	3 <sup>rd</sup> Years	79	33,1

### Data Collection Instruments

The data collection techniques are measurement and documentation. The data collection instrument used for the measurement is a scale. The documentation uses Great Point Academic (GPA). The scale for the data collection is a Likert scale. It consists of four answer choices, namely very suitable, suitable, not suitable, and very not suitable. The instrument used to measure learning satisfaction is the learning satisfaction scale developed by Fieger (2012) with 19-item statements. This instrument consists of three indicators, namely teaching, assessment, and generic skills and learning experience. The instrument validity of each item has an r value above 0.6 and the reliability of each indicator has a Cronbach's alpha value above 0.9. Next, the instrument used to measure social support is the social support scale developed by Demaray & Malecky (2002) with 40 statement items. It has four indicators, namely parents, lecturers, peers, and close friends. The instrument validity of each item has an r value above 0.5 and the reliability of each indicator has a Cronbach's alpha value above 0.8. The instrument is adaptive, so it is valid and reliable because some previous researchers have used it before. Meanwhile, to measure academic achievement using Great Point Academic (GPA) in the previous semester. Data is obtained by asking students who are research samples to fill out a questionnaire sheet containing a form about GPA to be used as research material.

Table II  
 Variable and Its Aspect

Variable	Aspect	Item
Learning Satisfaction	Teaching	1,2,3,4,5,6
	Assesment	7,8,9,10,11
	Generic skill dan learning experience	12,13,14,15,16, 17,18,19
Social Support	Parent	1,2,3,4,5,6,7,8,9,10
	Lecturer	11,12,13,14,15,16,17,18,19,20
	Friends of the same age	21,22,23,24,25,26,27,28,29,30
	Close Friend	31,32,33,34,35,36,37,38,39,40

### Data Procedure and Analysis

The research uses a Google form which contains research instruments. The Google form link is sent to the person in charge at each campus to distribute to students. After the data collection process is complete, the researchers examine it entirely to be transformed into Excel format. Next, the researchers analyze the research data using SPSS version 23.0. To analyze the findings for the first research objective, the data analysis technique is descriptive statistics (frequency and percentage). The second research objective

analysis uses descriptive statistics and multivariate analysis. The third research objective analysis uses descriptive statistics, correlation, and linear regression multiple. The significance level for all data analysis is 5%.

### III. FINDINGS AND DISCUSSIONS

#### Findings

##### *Learning Satisfaction and Social Support Levels*

The data analysis results in Table III show that the students' average learning satisfaction is high (230 people/96.2%). The remaining 9 people (3.8%) are in the medium category. Next, the average social support is in the high category (220 people/92.1%), and the remaining 19 people (7.9%) are in the medium category. This means most students have high learning satisfaction and social support during the learning process.

Table III  
 Frequency and Percentage: Level of Learning Satisfaction and Social Support

Variabel	Frekuensi			Persentase		
	High	Middle	Low	High	Middle	Low
Learning Satisfaction	230	9	0	96,2	3,8	0
Social Support	220	19	0	92,1	7,9	0

##### *Differences between learning satisfaction, social support and academic achievement based on Gender, University and Years of Study*

The data analysis results using descriptive tests in Table IV show that female students have a higher level of learning satisfaction (M = 60.1; SD = 6.1) than male students (M = 59.1; SD = 5, 8). The level of social support for female students (M = 121.7; SD = 12.2) is higher than for male students (M = 118.8; SD = 12.3). The level of academic achievement of female students (M = 3.5; SD = 0.3) is the same as male students (M = 3.5; SD = 0.3).

The level of learning satisfaction of STAIN Teungku Dirundeng Meulaboh students (M = 61.3; SD = 6.3) is higher than students of IAIN Takengon (M = 61.1; SD = 6.9) and UIN Ar-Raniry (M = 59, 6; SD = 5.9). The social support level of UIN Ar-Raniry students (M = 121.5; SD = 12.5) is higher than students of STAIN Teungku Dirundeng Meulaboh (M = 120.6; SD = 12.2) and IAIN Takengon (M = 118, 3; SD = 8.3). The level of academic achievement of STAIN Teungku Dirundeng Meulaboh students (M = 3.7; SD = 0.2) is the same as IAIN Takengon (M = 3.7; SD = 0.2) and greater than UIN Ar-Raniry (M = 3 .5; SD = 0.3).

The level of learning satisfaction of first years students (M = 61.9; SD = 6.2) is higher than that of third (M = 60.4; SD = 5.9) and second years students (M = 58.7; SD = 5.7). The social support level of second years students (M = 122.2; SD = 12.2) is higher than that of first (M = 120.4; SD = 12.5) and third years students (M = 120.3; SD = 12.1). The level of academic achievement of first years students (M = 3.5; SD = 0.4) is the same as that of third (M = 3.5; SD = 0.3) and second years students (M = 3.5; SD = 0, 2).

Table IV  
 Mean and SD of Learning Satisfaction, Social Support and Academic Achievement based on Gender, University and Years of Study

Variable		Learning Satisfaction		Social Support		Academic Achievement	
		M	SD	M	SD	M	SD
Gender	Male	59,1	5,8	118,8	12,3	3,5	0,3
	Female	60,1	6,1	121,7	12,2	3,5	0,3
University	STAIN Teungku Dirundeng Meulaboh	61,3	6,3	120,6	12,2	3,7	0,2
	IAIN Takengon	61,1	6,9	118,3	8,3	3,7	0,2
	UIN Ar-Raniry	59,6	5,9	121,5	12,5	3,5	0,3
	Years of Study	1 <sup>st</sup> Years	61,9	6,6	120,4	12,5	3,5
	2 <sup>nd</sup> Years	58,7	5,7	122,2	12,2	3,5	0,2
	3 <sup>rd</sup> Years	60,4	5,9	120,3	12,1	3,5	0,3

The data analysis results using multivariate tests in Table V show that in the gender variable, there are no significant differences between male and female students regarding Learning Satisfaction, Social Support, and Academic Achievement with a value of F(3) = 1.423, p > 0.05, and partial eta squared = 0.019. Next, the University variable shows a significant difference between STAIN Teungku Dirundeng Meulaboh, IAIN Takengon, and UIN Ar-Raniry in terms of Learning Satisfaction, Social Support, and Academic Achievement with a value of F(6) = 2.410, p < 0.05, and partial eta squared = 0.032. Furthermore, the semester years of study variable shows no significant differences between the first, second, and third years regarding Learning Satisfaction, Social Support, and Academic Achievement with a value of F(6) = 1.632, p > 0.05, and partial eta squared = 0.022.

Tabel V  
 Multivariate Analysis of Differences in Learning Satisfaction, Social Support and Academic Achievement by Gender, College and Semester

Effect	Pillai's Trace	F Ratio	DF	Error DF	Sig of F	Partial Eta Squared
Gender	0,19	1,423	3,000	221,000	0,237	0,019
University	0,063	2,410	6,000	444,000	0,027	0,032
Years of Study	0,043	1,632	6,000	444,000	0,137	0,022

##### *Relationship between Learning Satisfaction and Social Support with Academic Achievement*

The data analysis results using the correlation test in Table IV show that learning satisfaction has a significant relationship with social support (r = 0.459, p < 0.05) and academic achievement (r = 0.263, p < 0.05). Social support

also has a significant relationship with academic achievement ( $r = 0.285, p < 0.05$ ).

Table VI  
 Relationships between Learning Satisfaction, Social Support and Academic Achievement

Variable	M	SD	1	2	3
Learning Satisfaction	59,9	6,1	-		
Social Support	121,2	12,2	0,459**	-	
Academic Achievement	3,5	0,3	0,263**	0,285**	-

\*\* $P < 0,001$

The data analysis results using the multiple linear regression test in Table VII show that learning satisfaction and social support simultaneously influence academic achievement with a value of  $F(2) = 13.599, p < 0.05$ , and  $R\text{ Square} = 0.103$ . It means the influence exerted simultaneously is 10.3% and the remaining 89.7% is influenced by other variables. Next, multiple linear regression coefficient analysis shows that learning satisfaction significantly affects academic achievement with a value of  $B = 0.007$  and  $p < 0.05$ . Likewise, social support shows a significant influence on academic achievement with a value of  $B = 0.004$  and  $p < 0.05$ . This shows that an increase in learning satisfaction will also increase academic achievement by 0.007. Every time an increase in social support will increase academic achievement by 0.004. It is based on the condition that all other variables are constant.

Table VII  
 Effect of Learning Satisfaction and Social Support on Academic Achievement

Variable	B	SE B	$\beta$	t	P
Constant	2,568	0,184	-	13,992	0,000
Learning Satisfaction	0,007	0,003	0,167	2,408	0,017
Social Support	0,004	0,001	0,208	3,005	0,003
Sum of square			1,617		
df			2		
Mean Square			0,809		
F			13,599		
Sig			0,000		
R Square			0,103		

### Discussions

The first research objective is to describe the level of learning satisfaction, social support, and academic achievement. The findings show that most students are in the high category for learning satisfaction and social support. Meanwhile, for academic achievement, most students are in the high category. This shows that the English language study program students of STAIN Teungku Dirundeng Meulaboh, IAIN Takengon, and UIN Ar-Raniry have been satisfied and get support during their education, so they have good achievements.

High level of learning satisfaction is due to evaluations carried out after comparing everything they get or the feelings they have with what they expect (Kirana & Ratnasari, 2017). These come from good learning, appropriate assessments of students' abilities, and general skills, and interesting and challenging learning experiences. High levels of social support come from parents, lecturers, and friends. This support is certainly the biggest strength in pursuing education. Cobb explained that social support is the most significant indicator that determines whether someone loves, is liked, respected, and appreciated (Bilgin & Tas, 2018). Smeth stated that when someone gets social support when experiencing a problem or facing a stressor, he can get the attention given by the people around him (Putra & Susilawati, 2018). The academic achievement obtained by the students reflects the good quality of education they receive. This is due to the role of all components in higher education in achieving educational goals. This is in line with Talib & Sansgiri (2012) who stated that academic performance or achievement is the extent to which a student, teacher, or institution has achieved their short-term or long-term educational goals and is measured either by continuous assessment or cumulative average grades.

The second research objective is to analyze differences in learning satisfaction, social support, and academic achievement among the students of English language study programs across state religious universities in Aceh. The research findings show no significant differences regarding learning satisfaction, social support, and academic achievement based on gender and semester. However, due to the differences in universities, there are also significant differences.

In terms of gender variable, there are no differences regarding learning satisfaction, social support, and academic achievement. This indicates that their influence does not have a significant impact. It means that male and female students have the same learning satisfaction, social support, and academic achievement. The results are the same with Tantri & Roseline (2021) who showed that gender does not play a role in students' online learning satisfaction. Next, Susanti & Mariyam (2022) found that male and female students have the same level of social support. It means no difference between the two. Wijayanti et al, (2020) stated that both male and female respondents have the right to receive support and have many equal opportunities to obtain their rights, one of which is in terms of education. The findings are not in line with Joshanloo & Jovanović (2020) who found that women showed higher life satisfaction than men at all levels of income, education, and working groups. Female students have a higher level of satisfaction in learning. This difference could be due to differences in the characteristics of the research samples.

In term of University variable, significant differences related to learning satisfaction, social support, and academic achievement indicate differences in higher education management. Even though learning satisfaction is not the same from one university to another, most students are in the high satisfaction category. Students, in the context of

integrated quality management in higher education, are customers who must be satisfied. To provide satisfaction, it is necessary to identify some factors that determine the satisfaction levels. Faculties must be sensitive and evaluate their service systems, maintain certain variables or indicators, and improve them. Thus, the students' satisfaction with the available services continues to increase. The quality of educational services is crucial to positively influencing students' satisfaction and will positively change the institution's image (Mulyawan & Rinawati, 2016). Good service quality encourages student satisfaction, and they will be loyal to the university (Nguyen et al., 2020). The service quality has met the requirements and students' needs. They also expect to get better potential to build a strong relationship with student satisfaction (Dhar & Sikder, 2018).

The students will judge the services provided during the educational process. Therefore, their assessment implies whether or not their expectations or needs have been achieved. Some experts explain that subjective psychological states are there after a comparison between learners' learning expectations and actual perceived learning effects (Fernandes et al., 2013; Jiang et al., 2017). The students' assessment is also about their satisfaction with the teaching model, course content, learning environment, learning conditions, and learning effects (Xu, 2018).

Different social support shows variations in the provision of social support received by students from parents, lecturers, and friends. They are different from one university to another. If students get social support from family, friends, or those closest to them, they will feel cared for. Thus, this social support can help migrant students adapt to campus life. This is in line with the explanation from King (2017) who stated that social support is information and feedback from other people who show that they are loved and cared for, valuable, and respected. They are also part of a group that communicates with each other and has shared responsibility. The impact felt by students from the social support they receive is huge, such as feeling calm, cared for, and feeling confident and competent (Gunarta, 2015).

Differences in academic achievement based on universities show differences in the learning environment for each student. These learning differences are due to internal and external factors. Slameto (2010) suggested that two factors influence learning, namely internal factors with two elements; physiological factors such as health and body condition, and psychological factors like attention, interest, talent, and readiness. Meanwhile, external factors include school factors such as curriculum, teaching methods, relations among school members, discipline at school, learning tools, and the condition of buildings and libraries.

Although academic achievement is different from one university to another, most students are in the highly commendable and very satisfactory category. It means that universities have been successful in providing education for students. Besides, they have succeeded in taking on the role of agents of change who produce quality educational outcomes by providing qualified skills and good academic achievements. In short, that is how universities should be, by

taking a vital role as agents of change. It is because they must continue to improve the quality of their output so that they have superior skills and can compete in society, especially the international community.

There are no differences in learning satisfaction, social support, and academic achievement based on years of study. This indicates that their influence does not have a significant impact. Students in first years, second years, and third years have the same learning satisfaction, social support, and academic achievement. This shows that every student gets the same treatment according to their expectations. There is good social support during their education, and they get high achievements according to expectations. Thus, there is no difference among the students in the upper or lower semesters.

The third objective is to analyze the influence of learning satisfaction and social support on academic achievement among students of English study programs across State Religious Universities (PTKIN) in Aceh. The results show that learning satisfaction and social support have a significant influence on academic achievement simultaneously. The results of separate analyses also illustrate the same. Learning satisfaction significantly influences academic achievement. Rahardjo & Pertiwi (2020) concluded that the students' satisfaction levels are crucial for them to acquire knowledge or skills. Ko & Chung (2014) proved that student satisfaction can increase the positive influence of learning quality on learning outcomes. Learning satisfaction increases motivation to take classes and have a strong effort to achieve success (Wang et al, 2019; Kuruçay & Inan, 2017). Several previous findings also show the influence of learning satisfaction on academic achievement in online and offline learning (Basith et al, 2020; Dhaqane & Afrah, 2016; Khiat, 2014).

Social support also significantly influences academic achievement. This is the same with Johnson & Johnson (2013). They stated that social support tends to increase academic achievement. Social support provided by peers plays a role in increasing learning achievement and also creates confidence in the ability to succeed in school (Solomon, 2004; Halimah, Kusdiyati, & Susandari, 2017). Teachers' social support is directly related to achievement (Tian, Zao, & Huebner, 2015; Aldrup et al., 2018). Parental support to children can be in the form of emotional support which leads to emotional aspects related to the relationship between them. The support may consist of physical or verbal behaviors that show affection or encouragement and positive/open communication. Next, instrumental support includes certain behaviors that do not show affection openly. However, it still contributes to the feeling of acceptance and approval felt by children, for example providing facilities and infrastructure to achieve achievements or mastery of competencies (Lestari, 2018). Besides, the parents' social support has a significant influence on students' academic achievement (Rahman, 2016).

De la Iglesia, Stover, and Liporace (2014) also summarized the positive relationship between social support and academic achievement. These findings highlight the idea

that the perceived availability of social support is a necessary belief to diligently engage and excel in academics. Therefore, students tend to adjust better after concluding an assessment of social support capacity. Social support is the main indicator of academic performance. This is in line with several previous research results which show that social support has a significant effect on academic achievement (Leite, Franca, & Leite, 2021; Fernandez-Lasarte, Ramos-Diaz, & Axpe-Saez, 2019; Fang, Chan, Kalogeropoulos, 2019; Sultan & Rashid, 2015).

The research findings have positive implications for universities and students in improving academic achievement. Differences in learning satisfaction, social support, and academic achievement universities can certainly be an input to ensure the learning system runs well. There should be complete facilities and infrastructure for students' learning comfort and providing excellent service to make them feel comfortable in the university environment. Next, it is also necessary to ensure support from other parties so that the student learning process can run as expected. Social support will have an impact on students' inner strength to encourage them to study well. This will significantly affect the students' academic achievement.

The results of this study certainly have limitations that specifically only examine students in English majors at the religious college level, so that the results of the study can only be a recommendation for religious universities. Therefore, future researchers can conduct a broader exploration of all religious and non-religious universities, so that the results can represent students in general.

#### IV. CONCLUSIONS

Academic achievement is the most crucial part of the student learning process in higher education. It has been a benchmark for learning success. Therefore, it is necessary to examine some factors that influence it. The research findings show that the students' academic achievement is in the commendable category and some are in the very satisfactory category. It reflects a good learning experience to optimize their abilities. Learning success is influenced by internal and external factors. The results show that learning satisfaction for most students is in the high category. They have been satisfied with the learning services provided by universities so they feel that all their expected learning needs have been met. Likewise, their social support is in the high category. The social support received by students from parents, lecturers, and friends is in line with their expectations. The impact is that students can undergo the learning process well and continue to encourage and improve their learning achievement.

The results also show that learning satisfaction, social support, and academic achievement do not differ significantly based on gender and semester. However, it is significantly different according to the university aspect. Male and female students in the second, fourth, and sixth semesters have the same learning satisfaction and social support so their achievements are not much different. In the tertiary context, there are significant differences that show

each higher education institution has different methods of providing services to students. Furthermore, the latest findings show that Learning Satisfaction and Social Support have a significant effect on Academic Achievement. This influence shows that every time there is an increase or decrease in learning satisfaction and social support, it will be followed by an increase or decrease in academic achievement.

#### REFERENCES

- Aldrup, K., Klusmann, U., Lüdtkke, O., Göllner, R., & Trautwein, U. (2018). Social support and classroom management are related to secondary students' general school adjustment: A multilevel structural equation model using student and teacher ratings. *Journal of Educational Psychology, 110*(8), 1066–1083.  
<https://doi.org/10.1037/edu0000256>
- Al-Zoubi, S. M., & Younes, M. A. B. (2015). Low Academic Achievement: Causes and Results. *Theory and Practice in Language Studies, 5*(11), 2262-2268.  
<http://dx.doi.org/10.17507/tpls.0511.09>
- Amylia, Y., & Surjaningrum, E. (2014). Hubungan antara persepsi dukungan sosial dengan tingkat kecemasan pada penderita leukemia. *Jurnal Psikologi Klinis dan Kesehatan Mental, 3*(2), 79-84.  
<https://journal.unair.ac.id/download-fullpapers-jpkk9930e1656efull.pdf>
- Anderson, L. W., & Krathwohl, D. R. (2015). *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen Revisi Taksonomi Pendidikan Bloom. Terjemahan : Agung Prihantoro*. Yogyakarta : Pustaka Belajar.
- Basith, A., Rosmayadi., Triani, S. N., & Fitri. (2020). Investigation of online learning satisfaction during COVID 19: in relation to academic achievement. *J. Educ. Sci. Technol, 6*(3), 265-275.  
<https://doi.org/10.26858/est.v1i1.14803>
- Bilgin, O & Taş, İ. (2018). Effects of Perceived Social Support and Psychological Resilience on Social Media Addiction among University Students. *Universal Journal of Educational Research, 6*(4), 751-758.  
DOI: 10.13189/ujer.2018.060418
- Boren, J. P. (2013) Co-Rumination Partially Mediates the Relationship Between Social Support and Emotional Exhaustion Among Graduate Students. *Communication Quarterly, 61*(3), 253-267.  
DOI: [10.1080/01463373.2012.751436](https://doi.org/10.1080/01463373.2012.751436)
- Cirik, I. (2015). Relationships between Social Support, Motivation, and Science Achievement: Structural Equation Modeling. *Anthropologist, 20*(1) 232-242.  
<https://www.researchgate.net/publication/286580782>
- Cleary, T. J., & Kitsantas, A. (2017). Motivation and Self-Regulated Learning Influences on Middle School Mathematics Achievement. *School Psychology Review, 46*(1), 88–107.  
DOI: [10.17105/SPR46-1.88-107](https://doi.org/10.17105/SPR46-1.88-107)

- Creswell, J. W. (2014). *Research Design. 4th Edition*. USA: SAGE Publication Inc  
<http://doi.org/10.1007/s11162-004-4139-z>.
- Demaray, M. K., & Malecki, C. K. (2002). The relationship between perceived social support and maladjustment for students at risk. *Psychology in the Schools, 39*(3), 305–316.  
DOI:10.1002/pits.10018
- De La Iglesia, G., Stover, J.B. & Liporace, M. F. (2014). Perceived Social Support and Academic Achievement in Argentinean College Students. *Europe's Journal of Psychology, 10*(4), 637-649.  
<https://doi.org/10.5964/ejop.v10i4.777>
- Dhar, B & Sikder, M. (2018). Influencing Factors of Service Quality on Students' Satisfaction at Universiti Sains Islam Malaysia (Usim), Malaysia. *International Journal of Business and Society, 2*(1), 1-11.  
DOI:10.30566/ijo-bs/2018.2121
- Dhaqane, K., & Afrah, N. (2016). Satisfaction of Students and Academic Performance in Benadir University. *Journal of Education and Practice, 7*(24), 59-63.  
<https://www.researchgate.net/publication/334290373>
- Doostian, Y., et al. (2014). The Effectiveness of Self-regulation in Students' Academic Achievement Motivation. *Practice and Clinical Psychology, 2*(4): 237-246.  
<https://www.researchgate.net/publication/275407708>
- Dzulkifli, M. A., & Alias, I. A. (2012). Students of Low Academic Achievement – Their Personality, Mental Abilities, and Academic Performance: How Counsellor Can Help?. *International Journal of Humanities and Social Science, 2*(23): 220-225.  
[https://www.ijhssnet.com/journals/Vol\\_2\\_No\\_23\\_December\\_2012/25.pdf](https://www.ijhssnet.com/journals/Vol_2_No_23_December_2012/25.pdf)
- Elisabeth, S. (2017). Analysis of Psychology of Communication Students to Improve Memory SMK Immanuel Medan with How to Listen in Improving Learning Achievement. *International Journal of Education and Research, 5*(1), 199-206.  
<https://www.ijern.com/journal/2017/January-2017/17.pdf>
- Ennis, E., & Bunting, B. P. (2013). Family burden, family health and personal mental health. *BMC Public Health, 13*(255),1-9.  
DOI:10.1186/1471-2458-13-255
- Fábián, G., & Hüse, L., & Szoboszlai, K., Lawson, T., & Toldi, A. (2017). Hungarian female migrant sex workers: Social support and vulnerability at home and abroad. *International Social Work, 62*(1), 1-14  
DOI:10.1177/0020872817742692
- Fang, G., & Chan, P., & Kalogeropoulos, P. (2020). Social Support and Academic Achievement of Chinese Low-Income Children: A Mediation Effect of Academic Resilience. *International journal of psychological research, 13*(1) 19-28.  
DOI: 10.21500/20112084.4480
- Fernandes, A. A. R., & Solimun, S. (2018). The mediation effect of customer satisfaction in the relationship between service quality, service orientation, and marketing mix strategy to customer loyalty. *Journal of Management Development, 37*(1), 76–87.  
DOI: 10.1108/JMD-12-2016-0315
- Fernandez-Lasarte, O., Ramos-Diaz, E., & Axpe-Saez, I. (2019). Academic performance, perceived social support and emotional intelligence at the university. *Eur. J. Investig. Health Psychol. Educ, 9*(1), 39-49.  
<https://doi.org/10.30552/ejihpe.v9i1.315>
- Fieger, P. (2012). *Measuring student satisfaction from the student outcomes survey*. Australia: National Centre for Vocational Education Research.  
<https://www.researchgate.net/publication/313701724>
- Gbadamosi, G., & De Jager, Johan. (2009). What you see is what you get: Service quality, students perceptions and satisfaction at South African universities. *South African Journal of Higher Education, 23*(5), 877-893.  
DOI:10.4314/sajhe.v23i5.48806
- Gunarta, M. (2015). Konsep diri, dukungan sosial dan penyesuaian sosial mahasiswa pendatang di bali. *Jurnal Psikologi Indonesia, 4*(2), 183–194.  
<https://doi.org/10.30996/persona.v4i02.560>
- Halimah, L., Kusdiyati, S., & Susandari. (2017). Pengaruh konteks teman sebaya terhadap keterlibatan belajar dengan mediator self-system processes. *Psymphatic, 4*(2), 265-274.  
<https://doi.org/10.15575/psy.v4i2.1612>
- Horan, J., & Widom, C. (2015). From childhood maltreatment to allostatic load in adulthood: The role of social support. *Child Maltreatment, 20*(4), 229–39.  
DOI: 10.1177/1077559515597063
- Jeremia, I. B., & Kusmiyanti, K. (2022). Pengaruh Dukungan Sosial Terhadap Prestasi Belajar Taruna Politeknik Ilmu Pemasarakatan Angkatan Liv Jurusan Manajemen Pemasarakatan. *Nusantara, 9*(1), 125-132.  
DOI: 10.31604/jips.v9i1.2022.125-132
- Jiang, L., Yang, Z., & Jun, M. (2013). Measuring consumer perceptions of online shopping convenience. *J. Serv. Manag. Emerald 24* (2), 191–214.  
DOI:10.1108/09564231311323962
- Johnson, D. W., & Johnson, F. P. (2013). *Joining together: Group theory and group skills*. London: Pearson Education Limited.
- Joshanloo, M., & Jovanović, V. (2020). The relationship between gender and life satisfaction: analysis across demographic groups and global regions. *Archives of Women's Mental Health, 23*(3), 1-8.  
DOI:10.1007/s00737-019-00998-w
- Khan, J., & Iqbal, M. J. (2016). Relationship between Student satisfaction and Academic Achievement in Distance Education: a Case Study of AIOU Islamabad. *Journal of Social Sciences, 10*(2), 137-145.
- Khiat, H. (2013). An analysis of the relationship between learning satisfaction and academic achievement of

- non-traditional learners in Singapore. *International Journal of Research Studies in Education*, 3(1), 35-48.  
DOI:[10.5861/ijrse.2013.559](https://doi.org/10.5861/ijrse.2013.559)
- King, L. (2017). *Psikologi Umum : Sebuah Pandangan Apresiatif. Edisi 3 buku 2*. Jakarta: Salemba Humanika.
- Kirana, K. C., & Ratnasari, R. T. (2017). *Evaluasi Kerja Sumber Daya Manusia*. Yogyakarta: Gosyen Publishing.
- Ko, W. H., & Chung, F. M. (2014). Teaching Quality, Learning Satisfaction, and Academic Performance among Hospitality Students in Taiwan. *World Journal of Education*, 4(5), 11-20.  
DOI:[10.5430/wje.v4n5p11](https://doi.org/10.5430/wje.v4n5p11)
- Kotler, P., Keller, K., Lane., Koshy, A., & Jha, M. (2009). *Marketing management: A south Asian perspective*. Delhi, Cennai: Pearson Education India.
- Kurucay, M., & Inan, F. (2017). Examining the effects of learner-learner interactions on satisfaction and learning in an online undergraduate course. *Computers & Education*, 115, 20-37.  
DOI:[10.1016/j.compedu.2017.06.010](https://doi.org/10.1016/j.compedu.2017.06.010)
- Leite, S & Franca, L., & Leite, S. (2021). The influence of social support and social skills on the academic performance of younger individuals and older adult college student. *Estudos de Psicologia (Campinas)*, 38, 1-14.  
DOI:[10.1590/1982-0275202138e190146](https://doi.org/10.1590/1982-0275202138e190146).
- Lestari, S. (2012). *Psikologi Keluarga: Penanaman Nilai dan Penanganan Konflik dalam Keluarga*. Jakarta: Kencana Prenada Media Group.
- Li, L. K. Y. (2012). A Study of the Attitude, Self-efficacy, Effort and Academic Achievement of CityU Students towards Research Methods and Statistics. *Discovery*, 1, 154-183.  
<https://www.scribd.com/document/540329269/Journal-1-8>
- Maharani, Febriyanto, F. C., & Husnul, N. R. I. (2020). Analisis Kepuasan Mahasiswa Terhadap Kualitas Pembelajaran Untuk Meningkatkan Mutu Pendidikan Tinggi di LLDIKTI Wilayah IV. *Jurnal Administrasi Pendidikan*, 20(2), 297-309.  
<https://doi.org/10.17509/jap.v27i2.28522>
- Mulyawan, A., & Rinawati. (2016). Pengaruh Kualitas Layanan Akademik Terhadap Kepuasan Mahasiswa Serta Implikasinya Pada Loyalitas Mahasiswa. *Jurnal Ekonomi, Bisnis & Entrepreneurship*, 10(2), 119-13.  
<https://jurnal.stiepas.ac.id/index.php/jebe/article/view/9>
- Muzakki, A. (2021). The effect of educational service satisfaction on learning achievement. *The International Journal of High Education Scientists*, 2(2), 98-106.  
<https://orcid.org/0000-0002-1991-5492>
- Nguyen, D., Pham, V., Tran, M., & Pham, D. (2020). Impact of Service Quality, Customer Satisfaction and Switching Costs on Customer Loyalty. *The Journal of Asian Finance, Economics and Business*, 7, 395-405.  
DOI:[10.13106/jafeb.2020.vol7.no8.395](https://doi.org/10.13106/jafeb.2020.vol7.no8.395)
- Purwanto, N. (2006). *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Putra., P. S. P., & Susilawati., L. K. P. A. (2018). Hubungan antara dukungan sosial dan self efficacy dengan tingkat stres pada perawat di rumah sakit umum pusat Sanglah. *Jurnal Psikologi Udayana*, 5(1), 145-157.  
DOI:[10.24843/JPU.2018.v05.i01.p14](https://doi.org/10.24843/JPU.2018.v05.i01.p14)
- Putrie, C. A. R., & Fauzia, M. (2019). Pengaruh Dukungan Sosial Orang Tua terhadap Prestasi Belajar Siswa SMP Angkasa Halim Perdana Kusuma Jakarta Timur. *Jurnal Inovasi Pendidikan Ekonomi*, 9(2), 177-182.  
<https://doi.org/10.24036/011068980>
- Rahardjo, A., & Pertiwi, S. (2020). Learning motivation and students' achievement in learning English. *JELITA: Journal of English Language Teaching and Literature*, 1(2), 56 – 64.  
<https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/65>
- Rahman, R. D. (2016). Pengaruh Motivasi Berprestasi, Self Efficacy, dan Dukungan Sosial Terhadap Prestasi Akademik Mahasiswa. *TAZKIYA Journal of Psychology*, 4(2), 55-76.  
DOI: [10.15408/tazkiya.v4i2.10839](https://doi.org/10.15408/tazkiya.v4i2.10839)
- Rajendran, K., Smith, B., & Videka, L. (2015). Association of caregiver social support with the safety, permanency, and well-being of children in child welfare. *Children and Youth Services Review*, 48, 150–58.  
DOI:[10.1016/j.childyouth.2014.12.012](https://doi.org/10.1016/j.childyouth.2014.12.012)
- Rueger, S. Y., Malecki, C. K., Pyun, Y., Aycock, C., & Coyle, S. (2016). A meta-analytic review of the association between perceived social support and depression in childhood and adolescence. *Psychological Bulletin*, 142, 1017–1067.  
DOI:[10.1037/bul0000058](https://doi.org/10.1037/bul0000058)
- Rokhmatika, L., & Darminto, E. (2013). Hubungan Antara Persepsi Terhadap Dukungan Sosial Teman Sebaya Dan Konsep Diri Dengan Penyesuaian Diri Di Sekolah Pada Siswa Kelas Unggulan. *Journal Mahasiswa Bimbingan dan Konseling*, 1(1), 149-157.  
<https://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/1940>
- Sarafino E.P., & Smith T.W. (2014). *Health Psychology Biopsychosocial Interactions. Edisi ke 8*. United States of America: John Wiley & Sons Inc.
- Sinclair, J. K. (2011). Student satisfaction with online learning: Lessons from organizational behavior. *Research in Higher Education Journal*, 11, 1-20.  
DOI: [10.12691/education-5-1-3](https://doi.org/10.12691/education-5-1-3)
- Slameto. (2010). *Belajar dan faktor-faktor yang Mempengaruhinya*. Jakarta : PT. Rineka Cipta.
- Solomon, M. R. (2004). *Consumer Behaviour, Buying, Having and Being (6th ed.)*. Pearson Prentice Hall.
- Sudjana, N. (2008). *Penilaian Hasil Proses Belajar Mengajar*. Bandung : PT Remaja Rosdakarya.

- Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.
- Sultan, S., & Rashid, S. (2015). Perceived social support mediating the relationship between perceived stress and job satisfaction. *I-Manager Journal on Educational Psychology*, 8(3), 36-42.  
DOI:[10.26634/jpsy.8.3.3103](https://doi.org/10.26634/jpsy.8.3.3103)
- Susanti, V. W., & Maryam, E. W. (2022). Psychological Well-Being Narapidana Remaja Di Lembaga Pemasyarakatan Kelas IIA Sidoarjo. *Psikologia: Jurnal Psikologi*, 2(1), 1-10.  
DOI:[10.21070/psikologia.v2i1.143](https://doi.org/10.21070/psikologia.v2i1.143)
- Talib, N., & Sangiry, S. S. (2012). Determinants of Academic Performance of University Students. *Pakistan Journal of Psychological Research*, 27(2), 265-278.  
<https://www.researchgate.net/publication/280938664>
- Tantri, S., & Roseline, C. (2021). Hubungan Jenis Kelamin, Stress, dan Kepuasan Mahasiswa Akuntansi terhadap Pembelajaran Daring di Masa Pandemi COVID-19. *E-Jurnal Akuntansi*, 31(7). 1783-1797.  
DOI:[10.24843/EJA.2021.v31.i07.p14](https://doi.org/10.24843/EJA.2021.v31.i07.p14)
- Tian, L., Zhao, J., & Huebner, E. S. (2015). School-related social support and subjective well- being in school among adolescents: The role of self-system factors. *Journal of Adolescence*, 45, 138-148.  
DOI:[10.1016/j.adolescence.2015.09.003](https://doi.org/10.1016/j.adolescence.2015.09.003)
- Topala, I., & Tomozi, S. (2014). Learning Satisfaction: Validity and Reliability Testing for SLSQ (Students' Learning Satisfaction Questionnaire). *Procedia-Social and Behavioral Sciences*, 128, 380-386.  
DOI:[10.1016/j.sbspro.2014.03.175](https://doi.org/10.1016/j.sbspro.2014.03.175)
- Wang, N., Chen, J., Tai, M., & Zhang, J. (2019). Blended learning for Chinese university EFL learners: Learning environment and learner perceptions. *Computer Assisted Language Learning*, 32(7), 1-27.  
DOI:[10.1080/09588221.2019.1607881](https://doi.org/10.1080/09588221.2019.1607881)
- Weerasinghe, S., Lalitha, S., & Fernando. (2017). Students' Satisfaction in Higher Education Literature Review. *American Journal of Educational Research*, 5(5), 533-539.  
DOI:[10.12691/education-5-5-9](https://doi.org/10.12691/education-5-5-9)
- Wijayanti, R., Sunarti, E., & Krisnatuti, D. (2020). Peran Dukungan Sosial Dan Interaksi Ibu-Anak Dalam Meningkatkan Kesejahteraan Subjektif Remaja Pada Keluarga Orang Tua Bekerja. *Jurnal Ilmu Keluarga & Konsumen*, 13(2), 125-136.  
DOI:[10.24156/jikk.2020.13.2.125](https://doi.org/10.24156/jikk.2020.13.2.125)
- Xu, K. (2018). *Research on the Strategy of Improving Learning Satisfaction of University Online Courses Based on Data from NJAU*. Nanjing: Nanjing Agricultural University.
- Yu, Q. (2022). Factors Influencing Online Learning Satisfaction. *Front. Psychol*, 13, (852360), 1-8.  
DOI:[10.3389/fpsyg.2022.852360](https://doi.org/10.3389/fpsyg.2022.852360)