

THE INFLUENCE OF LEARNING MOTIVATION AND SELF-EFFICACY ON THE LEARNING INDEPENDENCE OF STUDENTS AT SMP NEGERI 3 PANCUR BATU

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Abstract

Independence as an element in the Pancasila student profile must be developed and possessed by every student to improve learning achievement. Learning independence is of course influenced by many factors. This research aims to analyze and determine the influence of learning motivation and self-efficacy on student learning independence. This research is a type of causal associative quantitative research. The research sample was 110 students in class VII and VIII of SMP Negeri 3 Pancur Batu. Research data was collected using a research scale that was declared valid and reliable. The data analysis technique uses multiple linear regression analysis. The research results show that: (1) there is a positive and significant influence of learning motivation on student learning independence, with a probability value of $0.000 < 0.05$; (2) there is a positive and significant influence of self-efficacy on student learning independence with a probability value of $0.000 < 0.05$; (3) there is a significant influence between learning motivation and self-efficacy on the learning independence of students at SMP Negeri 3 Pancur Batu. The assumption is that the higher the learning motivation and self-efficacy, the higher the student's learning independence, and the lower the learning motivation and the lower the self-efficacy, the lower the student's learning independence. The results of the coefficient of determination test show that the contribution or influence of learning motivation and self-efficacy simultaneously on student learning independence is 58.1%, while the remaining 41.9% can be explained by other variables outside the model or outside the variables proposed in the research.

Keywords: *Learning Motivation, Self Efficacy, Learning Independence*

1. INTRODUCTION

Schools as formal institutions carry out activities related to education and teaching so that student goals can be achieved. According to Kihajar Dewantara in (Rafael, 2020) education (opvoeding) is a place to sow the seeds of culture that live in society as well as an instrument for the growth of elements of civilization so that each student grows the natural strength he has to achieve the highest safety and happiness, while teaching (onderwijs) is an educational process to convey knowledge that is beneficial for children's lives physically and mentally. The current vision of the Ministry of Education and Culture is; The Ministry of Education, Culture, Research and Technology supports the President's vision and mission to create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students who learn critically, creatively, independently, have faith, are devoted to God Almighty and have noble character, work together, work together, and global diversity. The character values listed in the vision above are in line with the 2003 National Education System Law.

Achieving educational goals requires students to learn as well as possible. Learning is a process of change to acquire skills, skills and good attitudes. Learning is also an activity to gain new knowledge. Since the 2011 academic year, the government, in this case the National Education

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Department, has outlined 18 character values in the development of cultural education and national character, that all levels of education in Indonesia must incorporate these character education in their education process, namely, religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, national spirit, love of the country, respect for achievements, friendly/communicative, love of peace, likes to read, cares about the environment, social care, responsibility (Ministry of National Education, 2010 c:9).

The newly launched independent curriculum by the Ministry of Education and Culture, the character of independence is also highly emphasized by the government, this can be seen from the graduation standards proclaimed by the government which must embody the Pancasila student profile, one of which is the value of student independence. The profile of Pancasila students is stated in Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. The six values of the Pancasila student profile are, faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical reasoning and independence. Improving the quality of learning needs to be balanced with student learning independence in implementing the learning system in accordance with existing rules. Independence in learning is one of the factors that must be created by students in the hope that students can provide the best results for their learning achievements (Saputra, et al, 2021) . A high level of learning independence can mean that students apply self-regulation well because they do not depend on help or direction from other parties in carrying out learning activities. On the other hand, low learning independence can have an impact on low student learning outcomes (Hanifah, et al. 2017).

Based on initial observations conducted by researchers at SMP Negeri 3 Pancur Batu, it was found that student learning independence was still low. In accordance with interviews conducted by researchers with subject teachers and guidance and counseling teachers at SMP Negeri 3 Pancur Batu. An interview with the Mathematics teacher, Mrs. TN, stated that 17 out of 32 students (53%) lack order and often make noise in class. He also conveyed the results of the daily mathematics assessment, 65% incomplete in studying and 35% complete with KKM 71, with the criteria for easy and medium questions. Students also do not have the desire to look for learning material from other sources, for example from the library or the internet. Next, the researcher conducted an interview with Mrs. JT as an Indonesian language subject teacher. This year learning in class has had many obstacles. This is because there are students who cannot read well, students ask for attention by making noise in class so that learning time can be taken up to make the class conducive. He also said that students' study assignments were often not done if they were not given punishment. 70% of the assignments were completed by cheating with friends.

In addition, researchers also looked at the results of the analysis of education report cards at the Pancur Batu 3 Public Middle School Education Unit in 2022 after the implementation of the Minimum Competency Assessment which was reviewed from the quality of students' learning outcomes from the aspect of the quality of student learning outcomes (Source Kemdikbudristek) as follows:

Table 1 Analysis of AKM (Pupil Learning Quality) Results in 2022

Component	Competence Achievements	Distribution of Student Abilities	Comparison			Achievements
			Regency	Prov	Nas	
Literacy (value range 0-100)	Literacy <ul style="list-style-type: none"> • read informational text • Competence in reading literary texts • Competence in accessing and finding text content • Competence to interpret and understand the content of the text • Competence in evaluating and reflecting on text content 	1.73 <ul style="list-style-type: none"> • 4.44% Proficient • 46.67% capable • 35.56% basic • 13.33% needed intervention 	1.66	1.64	1.73	Below minimum competency
Numeracy (Value range 0-100)	Numeracy <ul style="list-style-type: none"> • Competence in the Number Domain • Competence in the Algebra domain • Competency in the Data Domain and Uncertainty • Knowledge competence • Competence to apply • Reasoning competency 	1.68 <ul style="list-style-type: none"> • 4.44% Proficient • 28.89% proficient • 60% basic • 6.67% needed intervention 	1.64	1.63	2.04	Below minimum competency
Character Index (1-3)	Character <ul style="list-style-type: none"> • Have faith, be devoted to God Almighty, and have noble character • Mutual cooperation • Creativity • Critical Reasoning • Global Diversity • Independence 	2 2 2 2 2 2	2.04 2.05 2.01 2.12 2.03 2.01 2.02	2.04 2.05 2 2.13 2.02 2.01 2.03	2.08 2.09 2.04 2.15 2.05 2.04 2.06	Needs to be developed

Data source: secondary processed, 2023

From the data above, it can be seen that the character value index of the six Pancasila Student Profiles, namely faith and devotion to God Almighty, mutual cooperation, creativity, critical reasoning, global diversity, student independence at the school level still scores lower than at the district level. , provincially and nationally. Basri (in Laili, 2021) stated that there are two factors that influence learning independence, namely factors from within students (endogenous factors) and factors from outside students (exogenous factors). Endogenous factors include learning motivation, interests, talents, self-efficacy and study habits. Among the various factors that influence learning, motivation is often seen as a fairly dominant factor. PenIncreasing learning independence is very necessary, so students must also have high self-efficacy. Self-efficacy is a person's belief regarding his ability to organize and complete a task necessary to achieve certain results (Bandura, 1997). From the background of the problem above, the aim of this research is to see the influence of learning motivation and self-efficacy on the learning independence of students at SMP Negeri 3 Pancur Batu.

Method

This research was located at SMP Negeri 3 Pancur Batu School which is located at Jalan Besar Sei Gelugur, Gunung Tinggi Village, Pancur Batu District, Deli Serdang Regency, North Sumatra Province. The research implementation period starts from November 2022 to March 2023. The population in this study was 573 students consisting of classes VII-IX. In this research, the sample was 110 students in class VII and class VIII of SMP Negeri 3 Pancurbatu for the 2022-2023 academic year using purposive sampling with the criteria of students having a low level of learning independence.

The analytical tool used is multiple linear regression using a Likert scale to see the score of each research variable. The mathematical model of the linear equation used is

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

Information:

Y	:	Learning Independence (Score)
X1	:	Learning Motivation (Score)
X2	:	Self Efficacy(Score)
a :	Constant value	
b :	regression coefficient	
e :	standard error	

2. RESULT AND DISCUSSION

Based on the results of the validity and reliability tests for each variable, the following results were obtained:

Based on the results of testing the learning independence scale, of the 47 statement items there were 30 statement items that met the valid (feasible) criteria. Furthermore, from the 30 items that were declared valid, from the results of item reliability testing, a Cronbach's Alpha or r11 value was obtained.0.921so that 30 valid learning independence scale items are declared reliable.

Table 2 Distribution of Learning Independence Scale Items After Trial

Aspect	Indicator	No. Item Items				Amount	
		Favourable		Unfavorable			
		Valid	Fall	Valid	Fall	Valid	Fall
Behavioral Independence	Ability to make decisions	20, 33,34	-	-	-	3	-
	Not susceptible to other people's influence	40, 41	-	45	-	3	
	Able to take responsibility for his decisions.	8,23,42		38	44	4	1
Awareness of oneself and the situation one is facing	Get to know emotions and their effects	11	1,9,22	-	2	1	4
	Recognize his qualities and interests	14,31,32	21	-	29	3	2
	Develop self-reflection	35.39	4.47	37, 46	-	4	2
Self Regulation	Emotion regulation	3	6.25	-	-	1	2
	self-development.	5.26	16	19	-	3	1
	Shows learning initiative	7.12	27	28	-	3	1
	Self-discipline	13.15			10	2	1
	Resilient and adaptive	17 .36	18.30	24	43	3	3
		23	12	7	5	30	17

Data source: primary data, 2023

The results of testing the learning motivation scale, of the 32 statement items, there were 24 statement items that met the valid (feasible) criteria. Furthermore, of the 24 items that were declared valid, from the results of item reliability testing, a Cronbach's Alpha or α value was obtained.0.887so that the 24 learning motivation scale items, which are valid, are declared reliable (reliable).

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Table 3 Distribution of Learning Motivation Scale Items After Testing

Aspect	No. Item Items				Amount	
	Favourable		Unfavorable		Valid	Fall
	Valid	Fall	Valid	Fall		
Desire and desire to succeed.	1,11,21	15	6	-	4	1
The drive and need to learn	2,4,20,22,26,28,30	-	9.17	7	9	1
Aspect	No. Item Items				Amount	
	Favourable		Unfavorable		Valid	Fall
	Valid	Fall	Valid	Fall		
Interesting activities in learning	19.29	14,165	31		3	3
Conducive learning environment	10,12,18,,27,32	5	23	-	6	1
	18	7	6	1	24	8

Data source: primary data, 2023

The results of the self-efficacy scale trial, of the 34 statement items, 22 items met the valid (feasible) criteria. Meanwhile, the results of reliability testing obtained a Cronbach's Alpha or r11 value of 0.903 so that the 22 self-efficacy items that were tested were declared reliable.

Table 4 Distribution of Self-Efficacy Scale Items After Testing

Aspect	Indicator	No. Item Items				Amount	
		Favourable		Unfavorable		Valid	Fall
		Valid	Fall	Valid	Fall		
Levels	Intelligence Level	23, 24	-	14.27	20	4	1
	Accuracy	25	9	32	-	2	1
	Business	3.13	8	5	16	3	2
Generality	Similarity	29, 34	-	-	-	2	-
	Modality	31.10	-	-	18	2	1
Strength	Confidence in ability	1, 15,21,4	2.19	-	22	4	3
	Perseverance in business	12.7, 33	11,17,28	6.26	30	5	4
		16	7	6	5	22	12

Data source: primary data, 2023

Then the data is analyzed using a multiple linear regression equation by passing the BLUE test. The results of the analysis can be seen as follows:

Table 5 Results of analysis of factors that influence learning independence

	Variable	Parameter	Coefficient	Prob.	
	Constant	b0	12,039	.012	
X1	Motivation	b1	,572	,000	*
X2	Self Efficiency	b2	,426	,000	*
	R-Squared	=,581			
	Adj R-Squared	=,573			
	F-Hit	=74,127			
	Prob (F-Hit)	= 0.000			
	Information	*	Significant at $\alpha = 0.05$		
		NS	Not significant		

Data source: primary data, 2023

Based on the table above, it is known that the coefficient $F = 74.127$ with $p < 0.05$. So there is a simultaneous influence of learning motivation and self-efficacy on the learning independence of junior high school students at SMP Negeri 3 Pancur Batu. The adjusted R Square value is 0.537, which means that 57.3% of the motivation and self-efficiency variables can explain the learning independence variable, while the remaining 42.7% is explained by other variables that are not in the model. Partial test results can be concluded that there is a positive and significant influence of learning motivation on student learning independence at SMP Negeri 3 Pancur Batu, namely that the higher the learning motivation, the higher the student learning independence, and conversely the lower the learning motivation, the lower the student learning independence.

Of the five aspects of learning motivation, namely the desire and desire to succeed, encouragement and need for learning, appreciation for learning, interesting activities in learning, a conducive learning environment, then the aspect of desire and desire to learn is the biggest and most significant aspect that influences independence. student learning at SMP N 3 Pancur Batu (with $t = 3.063$ and $p < 0.05$). Meanwhile, other aspects of learning motivation do not have a significant effect on student learning independence. This is appropriate and in line with the research results Putri & Siswati (2017), which concluded that there was a significant positive relationship between learning motivation and student learning independence at SMA Negeri 1 Kepanjen. The higher the perception of learning motivation, the higher the tendency for student learning independence. Conversely, the lower the perception of learning motivation, the lower the tendency for student learning independence. This is also in line with research conducted by Nurul Fauziah, et al (2021) which concluded that there is a significant positive relationship between learning motivation and student learning independence. Research conducted by Aghniyaa Darmawanti (2017) entitled the influence of learning motivation on learning independence in students which is mediated by creativity concluded that there is a significant positive influence of learning motivation on learning independence.

Based on the test results, it can be concluded that there is a positive and significant influence of self-efficacy on learning independence at SMP Negeri 3 Pancur Batu. The assumption is that the higher the self-efficacy, the higher the student's learning independence and conversely, the lower the self-efficacy, the lower the student's learning independence. After processing the data using

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SPSS to see the extent to which each aspect of self-efficacy influences learning independence, then from the three aspects of self-efficacy, namely the level dimension, the strength dimension, the generalization dimension, then the generalization aspect is the biggest and most significant aspect that influences student learning independence at SMP N 3 Pancur Batu (with $t = 2.481$ and $p < 0.05$), while other aspects of self-efficacy do not significantly influence student learning independence.

This is appropriate and in line with the research results of Karmila, et al (2021), which concluded that there was a significant positive influence between self-efficacy on the learning independence of student V at SD Negeri Se-Gugus 2, Bojonggenteng District, Sukabumi Regency TP 2020-2021. The research results of Hanifah, et al (2017), concluded that the research results obtained showed that self-efficacy had a positive influence on increasing the learning independence of class XI Accounting students at SMKN 1 Bandung. The results of Maghriza's research (2021) concluded that there was a positive influence between student self-efficacy variables on the learning independence of students at SMK Negeri 13 Jakarta. The higher the self-efficacy, the higher the student's learning independence, conversely the lower the self-efficacy, the lower the student's learning independence.

3. CONCLUSIONS

There is a significant influence between learning motivation and self-efficacy simultaneously on the learning independence of students at SMP Negeri 3 Pancur Batu. The assumption is that the higher the learning motivation and the higher the self-efficacy, the higher the learning independence and the lower the learning motivation and the lower the self-efficacy, the lower the student's learning independence.

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