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STUDENT LEARNING OUTCOMES DETERMINED BY SELF-EFFICACY AND LEARNING MOTIVATION

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Abstract - *This research aims to explore the relationship between the level of self-confidence and learning motivation and learning achievement in one of the junior high schools in the city of Surabaya. Using quantitat methods, this research involved a population of 62 students from two classes VIII. The research instruments used were a self-confidence questionnaire and a learning motivation questionnaire. Data analysis was carried out through normality te regression tests, regression significance tests, and t-tests to assess hypotheses. The results of research and statistical analysis show that there is a gnificant influence between the level of self-confidence and learning motivation on the learning achievement of nior high school students. Thus, the conclusion of this research confirms that these factors have an important role in improving learning achievement at the junior high school level.*

Keywords: level of self-confidence, learning motivation, learning achievement, middle school, middle school.

INTRODUCTION

Education in Indonesia plays an important role in its development. This is a conscious effort to change behavior towards maturity. The close relationship between education and learning becomes the focus, with benchmarks for success that can be measured through grades. Students' success in the learning process reflects optimal mastery of material or concepts (Maesaroh, 2013). Education is not an effort to gain knowledge to develop the character and abilities of students. According to the view of Krath et al. (2021), understanding the concept of education as a change in behavior that is realized through learning and value evaluation plays a central role in achieving educational goals. Education is not just about transferring facts or information, but also involves a learning process that produces real changes in learner behavior. Learning, whether through classroom teaching, practical experience, or interaction with the surrounding environment, helps students to understand new concepts and apply them in everyday life.

Educational success is known from obtaining optimal learning outcomes in accordance with existing value benchmarks at school (Andayani et al., 2014). Learning outcomes are the output of the learning process which must be fulfilled all costs (Cahyaningrum et al., 2019). In this case, it can meet their learning needs. According to Wahyuningsih (2020), learning outcomes are a benchmark for students' performance in absorbing and applying the knowledge and skills taught in the learning process. This process not only focuses on achieving academic grades, but also on understanding concepts, applying skills, and developing critical thinking abilities. Learning outcomes, as the output of the learning process, are the main indicators for evaluating the effectiveness of teaching methods and learning strategies implemented by educators (Cant & Cooper, 2010; Darmanto et al., 2014; Purwanti et al., 2014).

Achieving optimal learning outcomes reflects students' understanding of the subject matter, their ability to relate these concepts to everyday life, as well as critical and analytical thinking skills (Syarifah, 2017). Educational success is not only measured by achieving high academic scores, but also by students' ability to apply their knowledge in various contexts and situations (Indrawati & Wibowo 2019). This is because these abilities can contribute to achieving successful learning outcomes (Gneezy et al., 2019; Darmawan & Mardikaningsih, 2022). Students who successfully master the subject matter generally have a solid foundation for exploring new ideas and producing creative solutions. However, in the opinion of Baskerville and Dulipovici (2006), their success reflects a deep understanding of learning concepts, providing a solid foundation for further intellectual exploration. With a strong foundation, students are able to build analytical and critical skills, as well as apply their knowledge to new situational contexts (Mardikaningsih & Hariani, 2016). This ability not only advances students' personal understanding, but also stimulates the innovation and creative thinking needed to face complex challenges in the real world. By ensuring that students can be actively involved in the learning process ording to their style and needs, educational success can be achieved (Herwina, 2021).

Students' self-efficacy has a very significant impact on their learning outcomes (Sutrisno & Yusri, 2021). Students' self-efficacy is a motivating factor, forms positive attitude towards learning, and influences the level of resistance to obstacles (Oktaverina & Nashori, 2015). When students believe in their ability to succeed, it creates strong motivation and fighting power to achieve learning goals. Students with high self-efficacy tend to be more independent in managing themselves, use effective learning strategies, and are active in class participation (Kurniawati & Arief, 2016). Apart from that, self-efficacy influences students' emotional aspects of learning (Jendra & Sugiyo, 2020).

A high level of self-efficacy really helps students feel more confident and reduces their anxiety. When students have high confidence that they can succeed, they tend to feel more comfortable and confident in facing lessons or exams.

This can reduce anxiety levels because students believe that they are able to overcome difficulties. Apart from that, a high level of self-efficacy can also increase students' self-confidence to learn and achieve their academic goals. Therefore, building self-efficacy is important in creating a positive learning environment and supporting student growth. Self-efficacy is not only about an individual's belief in his or her abilities, but also about the influence of the social environment in shaping students' self-perception (Wulandari, 2013). Ermannudin (2021) states that the close relationship between self-efficacy and learning outcomes indicates the importance of understanding and supporting students' psychological development to achieve optimal academic achievement.

Learning motivation is a key factor that has a big influence on students' success in the learning process (Lestari, 2017). Learning motivation includes a number of elements that motivate students to be actively involved in learning activities (Lutfi, 2014). Intrinsic factors, such as the desire to achieve achievement, the urge to fulfill learning needs, and the hope of achieving goals, are internal drivers that generate motivation within students (Saptono, 2016; Kadir et al., 2023). The desire to learn and achieve can provide a strong impetus for students to try harder, overcome obstacles, and achieve their academic goals.

In addition, the need to learn, such as the desire to understand and master the subject matter, can also be a strong source of motivation. Students who feel their learning needs are met tend to be more motivated and focused on pursuing knowledge. Purwanti et al. (2014) stated that student motivation can arise from the application of effective learning methods. Where students are more interested and motivated when they see the relevance and benefits of what they are learning. Extrinsic motivation factors also have an important impact. Rewards, whether in the form of recognition of achievements or concrete prizes, can provide external incentives that increase enthusiasm for learning. A conducive learning environment, support from teachers and classmates, and interesting learning activities can also be extrinsic factors that increase student motivation (Darmawan et al., 2021). High motivation increases academic success and forms a positive attitude towards learning independence and perseverance to face educational challenges (Helmon & Gunur, 2023).

Education plays an important role in shaping individuals and the progress of a nation. To achieve good learning outcomes, there are influencing factors, namely student self-efficacy and learning motivation in the learning environment. If students feel confident in their abilities and have high learning motivation, their learning outcomes tend to be better. This research aims to understand and analyze the positive influence of self-efficacy and learning motivation on student learning outcomes. In this way, ways can be found to improve the quality of learning and academic achievement.

RESEARCH METHODS

This research is quantitative in nature, with the main objective being to measure the extent of the influence of self-efficacy and learning motivation on the learning outcomes of junior high school students. The population of this research is junior high school students in one of the cities of Surabaya. The sample used was a group of students from two classes VIII, totaling 62 students. Research variables are divided into two main categories, namely independent variables which include self-efficacy and learning motivation, and dependent variables which are learning outcomes.

Student learning outcomes (Y) are students' academic achievements which include understanding concepts, application of knowledge, and skill development in terms of three aspects, namely affective, cognitive, and conative (Wahyudi et al., 2018).

Self-efficacy (X.1) is an individual's assessment of their self-confidence in their ability to carry out their duties so as to obtain results as expected (Lodjo, 2013). According to Rahmi et al. (2017), indicators of self-efficacy are as follows: belief in one's abilities, perseverance, and viewing difficulties as challenges.

The definition of learning motivation (X.1) is the encouragement of students to be involved in learning activities with the aim of achieving learning success (Masni, 2017). Student Learning Motivation (X.1) is an internal drive that encourages someone to learn and achieve academic goals. According to Akmal et al. (2015), indicators of this variable are interest in the subject matter, self-confidence, active participation, appreciation for learning outcomes, and a sense of responsibility for the learning process.

The data collected in this research will undergo analysis using statistical methods, especially regression analysis. The main aim of this analysis is to identify and understand the extent of the influence of self-efficacy and learning motivation on student learning outcomes. Regression analysis will provide a more detailed and measurable picture of the relationship between the variables studied.

RESULTS AND DISCUSSIONS

There were 62 respondents taken from students in two classes VIII. Validity and reliability tests have met the minimum requirements. All corrected item total correlation values in the indicators for each variable meet the minimum standard of more than 0.3. Each variable also meets the Cronbach alpha value of more than 0.6. Table 1 shows the results of linear regression analysis connecting the independent variable self-efficacy (X1), the independent variable learning motivation (X2), and the dependent variable learning outcomes (Y).

Table 1
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.671	.739		2.261	.027
	X1	2.108	.138	.806	15.258	.000
	X2	.589	.150	.207	3.929	.000

Source: SPSS Output

The constant value is 1.671, which means that when the self-efficacy (X1) and learning motivation (X2) values are zero, the learning outcome (Y) is estimated to be 1.671. The t value is 2.261 with a significance of 0.027, which indicates that this intercept is statistically significant.

The coefficient for the independent variable self-efficacy (X1) is 2.108, which means that every one unit increase in self-efficacy (X1) will result in an increase of 2.108 units in learning outcomes (Y), if other factors remain constant. The t value is 15.258 with a significance of 0.000, which indicates that the relationship between self-efficacy and learning outcomes is statistically significant.

The coefficient for the independent variable learning motivation (X2) is 0.589, which means that every one unit increase in learning motivation (X2) will result in an increase 0.589 units in learning outcomes (Y), if other factors remain constant. The t value is 3.929 with a significance of 0.000, indicating that the relationship between learning motivation and learning outcomes is also statistically significant.

The regression coefficient shows that self-efficacy (X1) has a greater contribution than learning motivation (X2) to learning outcomes. Thus, based on this analysis, it can be concluded that self-efficacy (X1) and learning motivation (X2) both have a significant influence on learning outcomes (Y), with self-efficacy having a greater contribution than learning motivation.

Table 2
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	534.211	2	267.106	259.936	.000[b]
	Residual	60.627	59	1.028		
	Total	594.839	61			

Source: SPSS Output

From the ANOVA results in table 2 it can be concluded that the overall regression model is very significant in explaining variations in learning outcomes (Y), with a very high F-ratio and a very low significance value (0.000). This indicates that self-efficacy (X1) and learning motivation (X2) together make a significant contribution to student learning outcomes.

Table 3
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.948[a]	.898	.895	1.014	.948[a]

Source: SPSS Output

Table 3 shows the correlation value (R) is 0.948. This shows that there is a strong relationship between the independent variables (self-efficacy and learning motivation) and the dependent variable (learning outcomes). The coefficient of determination (R Square) value is 0.898. This means that around 89.8% of the variability in learning outcomes (Y) can be explained by the variability in the independent variables of self-efficacy and learning motivation (X1 and X2) in this model. This shows that the regression model is quite good at explaining variations in learning outcomes.

Self-efficacy has a very important role in shaping the learning outcomes of MI NU Brebek Waru students, and the results of this research confirm that self-efficacy has a positive and significant effect on academic achievement. These results are in line with studies conducted by Rambod et al. (2018); Rorimpandey and Midun (2021); Sutrisno and Yusri (2021). Students who have a high level of self-efficacy tend to have the belief that they are able to overcome every task or challenge they face, even if it includes difficult tasks (Laksmi et al., 2018).

Self-efficacy, or students' belief in their ability to overcome challenges and achieve goals, creates a strong foundation for building achievement. When students have a high level of self-efficacy, they tend to bring positive feelings to the learning process. The belief that their hard efforts and perseverance will produce satisfactory results provides a strong motivational boost. These positive feelings help students face assignments or exams with confidence, which can ultimately improve performance. Belief in high self-abilities also has an impact on the development of students' internal motivation (Suhardita, 2011).

Students with high self-efficacy have a strong internal drive to learn and achieve their academic goals. This encourages students to take on bigger challenges and achieve higher goals. In contrast, students with low self-efficacy tend to face obstacles with doubt and anxiety. They feel unable to complete the tasks given, even those considered easy by other students. This negative thinking can harm students' motivation, limit their aspirations, and create an unsupportive attitude towards the learning process.

The results of this research state that there is a significant influence between learning motivation on student learning outcomes. These results are in line with the study of Sholihah and Kurniawan (2016); Lestari (2017); Bahri and Corebima (2015); Peng and Fu (2021); Fadhilah and Andi (2023). Learning motivation plays a significant role in shaping student learning outcomes. High motivation tends to improve students' learning performance, while low motivation can potentially hinder academic achievement.

Learning motivation is an internal drive that encourages individuals to engage in learning activities. This encouragement can come from various factors, both intrinsic and extrinsic, which influence a person's desire and interest in the learning process (Sari, 2018). Intrinsic factors, which refer to motivation that comes from within the individual, are often strong drivers in forming learning motivation (Ummat & Retnowati, 2022). Examples of these intrinsic factors are the desire to succeed, encouragement from the need to learn that grows from within, and the hope of achieving predetermined goals. When someone has a strong intrinsic drive, they tend to have ongoing motivation and are oriented towards achieving their educational goals.

Apart from that, extrinsic factors also have a significant role in shaping a person's learning motivation. These extrinsic factors include anything outside the individual that influences their motivation, such as praise, reward, or punishment. For example, praise from teachers or parents for academic achievements can be a positive incentive for someone to continue studying hard (Firmansyah & Darmawan, 2023; Masnawati & Masfufah, 2023). Likewise, the promise of prizes or material rewards can be an extrinsic incentive that motivates someone to study harder. While these extrinsic factors may provide the initial drive, ongoing motivation often comes from deeper intrinsic factors.

The importance of understanding these two types of motivation factors is so that educators and supervisors can develop appropriate strategies to motivate students. Apart from providing appropriate extrinsic rewards, educators also need to strengthen students' intrinsic drive by creating a learning environment that triggers curiosity, discovery and self-achievement (Alderman, 2013; Djazilan & Darmawan, 2022). Thus, a balanced combination of intrinsic and extrinsic factors can help increase students' learning motivation holistically, leading them towards better academic achievement and personal development.

Learning motivation is a crucial factor that influences the learning process and achieving one's educational goals. Based on the findings stated by Cahyono et al. (2022), external factors such as rewards for achievement, a conducive learning environment, and interesting learning activities can provide strong external encouragement for individuals to be actively involved in learning. Awards given as a form of recognition of achievements motivate students to continue to excel and increase their motivation in achieving academic goals. A conducive learning environment, such as a comfortable classroom filled with adequate learning resources, creates a supportive atmosphere and increases students' interest in learning (Puteh et al., 2015; HD & Darmawan, 2023; Iordye & Jato, 2023; Safitri & Darmawan, 2023).

Apart from that, interesting learning activities also play an important role in triggering external motivation (Andayani & Darmawan, 2004). When students are involved in learning activities that are challenging and meaningful to them, they tend to be more motivated to learn and achieve desired outcomes. This finding is in line with the views expressed by Marselus (2023), who stated that a combination of intrinsic and extrinsic factors creates a strong incentive for someone to be active and enthusiastic in learning activities.

External motivation, although it can provide an initial boost, is not always enough to maintain ongoing motivation to learn. Intrinsic factors also play a significant role in forming sustainable learning motivation. The desire to learn, curiosity, and satisfaction in personal achievement are examples of intrinsic factors that encourage a person to continue learning and developing. Therefore, managing and understanding learning motivation is an important key in education. Educators need to understand that each student has different needs and motivations, and effective learning strategies must take these variations into account (Darmawan, 2007). By utilizing external rewards and creating a conducive learning environment, educators can help build strong learning motivation in students. However, they also need to encourage the development of students' intrinsic motivation by designing learning that is challenging, relevant and meaningful.

In addition, it is important for educators to adopt an inclusive approach and pay attention to the needs of individual students. Providing constructive feedback, providing appropriate support, and identifying students' interests and strengths can help maintain their learning motivation. By considering various motivational factors, educators can design learning experiences that meet students' needs and help them reach their optimal potential. As a result, managing learning motivation is not only about increasing academic achievement, but also about preparing students to face real-world challenges with self-confidence and strong motivation to continue learning and developing.

CONCLUSIONS

Students' Self-efficacy and learning motivation are proven to play a role in shaping learning outcomes. When students believe in their ability to succeed in a particular task or lesson (self-efficacy), and feel a strong drive to achieve their learning goals (learning motivation), the end result is a consistent increase in learning outcomes. The existence of high self-efficacy and learning motivation tends to have broad positive impacts, such as increasing consistency in efforts, perseverance in facing challenges, and resilience to obstacles that arise in the learning process.

Self-efficacy helps students overcome the fear of failure and stimulates the self-confidence needed to handle difficult tasks. When someone believes they are capable of completing a task, they tend to use more effective learning strategies and maintain their efforts even in the face of difficulties. On the other hand, learning motivation provides a strong impetus to achieve learning goals, thereby increasing persistence and thoroughness in carrying out academic tasks. A person who is intrinsically motivated will tend to be more oriented towards achieving long-term goals rather than instant results, which ultimately strengthens the foundation for sustainable achievement.

In classroom activities, students who have a high level of self-efficacy and strong learning motivation will be more likely to be involved in the learning process, ask questions, try, and continuously try to improve their understanding. They see failure as an opportunity to learn and develop strategies to improve their performance in the future. Thus, self-efficacy and learning motivation serve as predictors of learning outcomes, and key drivers of sustained academic success. Therefore, it is important for educators and educational institutions to provide knowledge, and strengthen and maintain students' self-efficacy and learning motivation. By providing constructive feedback, creating a supportive learning environment, and facilitating meaningful learning experiences, we can help students build and maintain confidence in their own abilities and maintain their motivation to continue learning and develop optimally.

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