
MOTIVATION AND SELF-EFFICACY AS DRIVERS OF ACADEMIC LEARNING INDEPENDENCE AMONG STUDENTS IN UPT SD NEGERI 313 GRESIK

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Abstract

Education is a key element in shaping student development and independence. This research aims to analyse the influence of learning motivation and self-efficacy on student learning independence at State Primary School Technical Implementation Unit 313 Gresik. For this reason, this research involves quantitative methods. The number of samples used in this research was 68 students, selected randomly. The data collection process was carried out through distributing questionnaires to students who were the research samples. The questionnaire was prepared to obtain information about students' level of learning motivation, self-efficacy and learning independence. Sampling was carried out randomly to ensure the validity of the data obtained. Data analysis uses appropriate statistical methods to identify the influence between the variables studied. It is hoped that the research results can contribute to further understanding of the factors that influence student learning independence, especially in the context of the influence of learning motivation and self-efficacy. The result is that learning motivation and self-efficacy have a significant impact on students' level of learning independence.

Keywords: Education; Independence; Learning Motivation; Self-efficacy.

A. INTRODUCTION

Education plays a central role in forming human resources and determining the quality of a country (Sudarsana, 2015). The three educational centers, including schools, are the main foundation for developing various aspects of students, including cognitive, affective and psychomotor aspects (Amin, 2018). The affective aspect, which includes the formation of student character, is the main focus of education in schools. Character, in this sense, involves a number of psychological characteristics that guide individuals to adapt to various environmental situations. This shows that education in schools does not only focus on knowledge and skills, but also on developing values, attitudes and morality which form the basis of an individual's personality. The importance of character formation lies in its role in creating quality human resources. One of the main goals of character built in schools is to create independent character (Djazilan & Darmawan, 2021). Independent character indicates a person's ability to manage themselves, take initiative, and be responsible for their actions and decisions. Education in schools, with a focus on character formation, not only aims to produce students who are intellectually intelligent, but also individuals who have morality, integrity and responsibility (Hidayat & Sukitman, 2020). By understanding the importance of independent character, school education provides a strong foundation for forming individuals who are not only successful academically, but are also able to contribute positively to society (Sinaga et al., 2021).

Independence as the ability to do everything without depending on other people, indicates a level of individual independence to fulfill their needs and responsibilities (Sa'diyah, 2017). Susanti (2020) believes that apart from just physical ability, independence also plays an important role in the learning process, which can enable someone to understand behavioral choices and the risks they face. Independence creates individuals who have the ability to take initiative, determine learning activities, and manage tasks without relying too much on the help of others (Nurfadilah & Hakim, 2019). Ideally, the development of a person who has a good level of independence can be seen from his or her attitude. Individuals who are independent in learning tend to have more knowledge because of their high level of self-confidence (Pratiwi & Laksmiwati, 2016). Students need to realize that independence is the key to optimizing their personal potential. The habit of depending on others must be replaced with one's own initiative, determination of learning activities, and responsibility for the learning process. Therefore, to develop student learning independence, efforts are needed to build high levels of confidence in students (Fisher & Frey, 2010). They need to be empowered with knowledge about effective ways of learning and given support to develop learning independence. These steps involve the active role of teachers, parents and the learning environment to create conditions that support the development of students' independence so that they become more motivated to learn independently and develop their potential better.

Learning motivation, as an internal and external drive that encourages individuals to learn, forms the main foundation in the learning process (Sarnoto & Romli, 2019). Based on a study from Lestari (2021), the role of motivation is very significant in creating positive energy that encourages students to actively seek, explore and master new knowledge. When students feel this encouragement, they tend to show greater initiative in their learning (Yanti & Darmawan, 2016). Motivation to learn provides strong leverage for students to face challenges and overcome obstacles that arise in their learning journey. Not only that, when students are motivated, they become more persistent and brave in facing difficult tasks. This encouragement encourages them to develop a proactive mindset, which in turn, strengthens learning independence (Suprihatin, 2015). In independent learning, motivation acts as the main driver that encourages students to take control over their own learning. Naturally motivated students are more likely to take the initiative to set personal learning goals, plan effective learning

strategies, and evaluate their progress (Darmanto et al., 2014; Gunawan et al., 2016; Kristiyani, 2020). Motivation is the key to forming a positive attitude towards learning, motivating students to learn independently without relying on external encouragement. Learning motivation can be increased by using learning methods that suit student characteristics (Purwanti et al., 2014). This is in accordance with the opinion of Mardikaningsih (2014) that learning methods that pay attention to the diversity of learning styles, present material in a way that is relevant to students' daily lives, and encourage active involvement can build strong motivation. Thus, learning motivation not only drives the wheels of learning, but also forms the basis for developing student learning independence (Sari et al., 2022).

Self-efficacy, which reflects an individual's belief in their ability to succeed in certain tasks, is a psychological foundation that has a major impact on student learning (Wardani et al., 2019). Self-efficacy plays a key role in shaping students' attitudes and behavior towards independent learning (Indrianti et al., 2022). Students who believe they are capable of coping with learning tasks tend to demonstrate higher engagement in their learning efforts and demonstrate greater resilience to face challenges. Self-efficacy creates a psychological foundation that empowers students to take proactive steps in their learning (Dalimunthe, 2017). The role of self-efficacy in student learning independence is becoming increasingly important because students who are confident in their abilities tend to have high self-confidence. This sense of self-confidence helps them to develop effective learning strategies, overcome obstacles, and involve themselves actively in the learning process. Self-efficacy, thus, provides a solid foundation for developing student learning independence (Karmila & Raudhoh, 2021).

The changing educational paradigm highlights the need to understand how students can learn independently in increasingly complex and dynamic environments. Therefore, this research makes an important contribution to informing educational approaches that are more adaptive and responsive to students' needs to face future challenges. By detailing the influence of learning motivation and self-efficacy on learning independence, it is hoped that this research can provide a basis for improving the learning approach and self-development of State Primary School Technical Implementation Unit 313 Gresik students.

B. RESEARCH METHODS

This research has a quantitative approach, which indicates that this research focuses on measuring and analyzing numerical data to understand the extent of the influence of learning motivation and self-efficacy on student learning independence. This approach allows researchers to describe the relationship between these variables in a more measurable way. The population of this study were students at State Primary School Technical Implementation Unit 313 Gresik, with a total population of 68 students. However, as part of the quantitative methodology, this research selects a sample to observe. The research sample was selected from 36 class VI students.

The research instrument used was a questionnaire to collect data regarding students' perceptions of the influence of learning motivation and self-efficacy on learning independence. The questionnaire will include structured questions related to the research variables. The research variables consist of independent variables (learning motivation and self-efficacy) and dependent variables (learning independence). Below is an explanation of each research variable:

1. 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.

2. Self-efficacy (X₂) 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.
3. Learning independence (Y) is the ability to take responsibility for one's own learning including planning the learning process to achieve results (Ranti et al., 2017). The constituent indicators are personal planning, learning initiative, use of resources, self-awareness, responsibility for results (Hutomo et al., 2012).

In this research, the collected data will be submitted to statistical analysis, with regression analysis. The purpose of this analysis is to identify and understand the extent to which learning motivation and self-efficacy influence the respondent's level of learning independence. Regression analysis was chosen because it is able to provide an overview of the influence relationship between the variables studied. Regression analysis will detect the extent to which variations in learning motivation and self-efficacy can be linked to variations in the level of learning independence. By using this method, you can measure how strong and significant the influence of each independent variable is on the dependent variable. Before involving the data in multiple linear regression analysis, validity testing and reliability testing will be carried out to ensure the reliability and validity of the research instruments. Validity tests are carried out to check the extent to which the instrument used can measure the concept in question accurately. Meanwhile, reliability testing, which can be represented by the alpha value.

C. RESULTS AND DISCUSSION

This research involved 36 students from State Primary School Technical Implementation Unit 313 Gresik as research samples, selected based on the responses of class VI students who were active in completing the questionnaire. Even though the number of respondents is a subset of the total students (68), the participation of the sixth grade students involved has provided significant insight regarding the influence of learning motivation and self-efficacy on learning independence.

Based on the SPSS output results provided, it can be explained that all variables, including the independent variables (learning motivation and self-efficacy) and the dependent variable (learning independence), have passed the validity and reliability testing stage with very satisfactory results. A corrected item-total correlation value of greater than 0.3 for all statement items indicates that each item in the instrument has an adequate correlation with the concept being measured. This indicates a match between the statements in the instrument and the concept to be measured. Furthermore, the significant Cronbach's Alpha values for the variables learning motivation (0.836), self-efficacy (0.727), and learning independence (0.846) indicate a high level of internal consistency. This illustrates that the instruments used are reliable and provide consistent results, strengthening the reliability of the data obtained. With these results, it can be confirmed that the study variables can be considered reliable as measuring instruments, and the data collected using the instruments can be trusted. Furthermore, multiple linear regression analysis can be carried out with confidence that the data used has passed validity and reliability tests.

Table 1
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 ^a	.438	.404	4.88574

Analysis of the coefficient of determination (R-squared) in this study provides insight into the extent to which variations in student learning independence can be explained by the variables of learning motivation and self-efficacy. In this case, R Square shows a value of 0.438, which means that around 43.8% of the variation in learning independence can be explained by the variables learning motivation and self-efficacy. That is, most of the variation in learning independence can be attributed to the influence of learning motivation and self-efficacy measured in this study. This provides significant understanding regarding the contribution of these variables in explaining differences in the level of learning independence at State Primary School Technical Implementation Unit 313 Gresik. Adjusted R Square, which takes into account the number of independent variables in the model, reached a value of 0.404. This indicates that approximately 40.4% of the variation in learning independence can be explained by the combination of learning motivation and self-efficacy variables when adjustments for the number of variables are made. However, approximately 56.2% of the remaining variation cannot be explained by the learning motivation and self-efficacy measured in this study. Other factors, which may not have been included in this study, also contribute to variation in learning independence.

Table 2
t test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.806	5.496		3.058	.004
	X1	2.459	.748	.437	3.287	.002
	X2	2.606	.827	.419	3.152	.003

The regression model formed from the results of this research can be stated as follows: $Y = 16.806 + 2.459X_1 + 2.606X_2$. The interpretation of this regression model indicates that if all independent variables (X_1 and X_2) have a value of zero, then the predicted value of learning independence (Y) will be 16.806. In other words, a constant value of 16.806 is a baseline prediction for the level of learning independence when the two independent variables have no influence. Furthermore, the results from Table 2 show that the significance value for learning motivation (X_1) is 0.002, while for self-efficacy (X_2) it is 0.003. A significance value of less than 0.05 indicates that these two variables have a significant influence on the level of learning independence. Thus, it can be concluded that learning motivation and self-efficacy contribute significantly to student learning independence at State Primary School Technical Implementation Unit 313 Gresik. The integration of learning motivation and self-efficacy variables in this model provides a more comprehensive understanding of the factors that influence student learning independence in the State Primary School Technical Implementation Unit 313 Gresik environment.

The significance level of less than 0.05 for these two variables means that the learning independence of students at State Primary School Technical Implementation Unit 313 Gresik is significantly realized due to the role of learning motivation and self-efficacy. In addition, the coefficient level on the two variables illustrates that the coefficient value for self-efficacy is 2.606, which is superior to the coefficient value for student learning motivation, namely 2.459. In this way, from these two variables it is known that the self-efficacy variable has a more dominant influence than self-efficacy which is related to the formation of learning independence for students at State Primary School Technical Implementation Unit 313 Gresik.

Table 3
ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	614.580	2	307.290	12.873	.000 ^b
	Residual	787.726	33	23.870		
	Total	1402.306	35			

Based on the results of the F test with an F-count of 12.873 and a significance level of 0.000, it can be explained that there is a joint significant influence between learning motivation and self-efficacy on student learning independence at State Primary School Technical Implementation Unit 313 Gresik. A significance level value of less than 0.05 indicates that the regression equation model has strong predictive power regarding these variables. Therefore, it can be suggested that learning motivation and self-efficacy simultaneously have an important role in forming students' learning independence in this environment. The results of this analysis provide an important contribution to understanding the factors that influence learning independence, as well as their implications in developing learning strategies at State Primary School Technical Implementation Unit 313 Gresik.

Learning motivation has a significant influence on forming student learning independence at State Primary School Technical Implementation Unit 313 Gresik. This finding is in line with previous findings made by Isnawati and Samian (2015); Jianfeng et al. (2018); Sari et al. (2022) which confirms that the positive relationship between learning motivation and learning independence does not only occur in certain research contexts, but can also be found in different situations. Motivation functions as a driving force that encourages students to be actively involved in the learning process and take the initiative to manage their own learning. Students who have high learning motivation tend to have clear goals and feel driven to achieve them (Lutfianawati et al., 2013). Learning motivation also provides the energy needed to overcome obstacles and difficulties in learning (Agusriani & Fauziddin, 2021). Motivation plays a role in maintaining the level of student learning independence. It can be explained that motivation functions as a driving force that encourages students to learn not only because of external demands such as assignments or assessments, but also because of internal encouragement to grow and reach maximum potential. This finding was stated by Badaruddin (2015), emphasizes that internal motivation or the desire to learn has a positive impact on students' learning independence. When students are driven by internal motivation, they tend to be more proactive in overcoming obstacles and pursuing their learning goals. This creates a more independent attitude, in which students do not only learning to meet external expectations, but also because of the intrinsic drive to improve oneself. In addition, learning motivation creates a positive attitude towards learning, as found by Alannasir (2019), which has important implications for the development of student learning independence. A positive attitude towards learning can create an environment conducive to the development of independent learning. When students have high learning motivation, they tend to show interest, enthusiasm, and a willingness to overcome learning challenges. This positive attitude helps create a pleasant and supportive learning environment, which in turn can stimulate the development of learning independence. By understanding the relationship between learning motivation, positive attitudes towards learning, and learning independence, a more holistic and focused learning approach can be designed to improve student learning achievement at State Primary School Technical Implementation Unit 313 Gresik. Motivated students are more likely to see learning as a meaningful and relevant process so they are better able to take the initiative to explore the material and seek additional sources of information.

This research produced findings showing that self-efficacy plays a significant role in shaping the level of student learning independence at State Primary School Technical

Implementation Unit 313 Gresik. The suitability of these findings with previous research by Tilfarlioglu and Ciftci (2011); Karmila and Raudhoh (2021); Xiao (2021) added reliability and validity to the results, showing that there is a relationship between self-efficacy and learning independence. Self-efficacy, or a student's belief in their ability to successfully overcome tasks and challenges, can be an important driver in encouraging students to develop learning independence. If students believe that they have the ability to overcome obstacles and achieve learning goals, this can increase their motivation and confidence to learn independently. This belief creates an important foundation for the development of learning independence. Students who believe in their ability to overcome learning challenges can be more proactive in managing time, planning learning strategies, and overcoming difficulties that may arise (Saraswati et al., 2014). They may be more motivated to find their own solutions and take control over their learning process. Therefore, developing self-efficacy is a critical aspect in efforts to increase student learning independence. The results of this research, as expressed by Blegur (2020), can help educators and policy makers to design educational interventions aimed at increasing student self-efficacy and, in turn, promoting learning independence. Self-efficacy not only creates confidence in one's abilities, but also influences a positive mental attitude towards oneself. Prabawati (2019) stated that students who have high self-efficacy feel more motivated to take responsibility for their learning process. Students with strong self-efficacy tend to develop positive mental attitudes, including self-confidence, optimism, and intrinsic motivation. They feel able to manage time, set learning goals, and use effective learning strategies. Through this strong psychological foundation, as mentioned by Suciono (2021), high self-efficacy provides a solid foundation for developing an attitude of independent learning. Therefore, paying attention to and strengthening student self-efficacy can be an important strategy in creating a learning environment that supports the development of sustainable learning independence.

D. CONCLUSIONS

The conclusions from this research are very relevant and provide clear directions for increasing student learning independence at State Primary School Technical Implementation Unit 313 Gresik. Learning motivation and self-efficacy do have a significant role in shaping students' learning independence, and the suggestions given by researchers are very useful. Increasing learning motivation can be realized through an interesting learning approach, providing clear goals, and increasing students' curiosity. In addition, strengthening self-efficacy can be done by providing positive feedback, building awareness of students' abilities, and providing needed support. The importance of this understanding is not only for further research, but also has major practical implications in creating learning strategies that support the development of student learning independence. By paying special attention to learning motivation and self-efficacy, educators can create learning environments that motivate and empower students to manage their own learning. This is a significant step in preparing students to face future challenges with a strong attitude of independence and self-awareness.

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