

## ***SELF-EFFICIENCY AND ACHIEVEMENT MOTIVATION ON STUDENT LEARNING INDEPENDENCE***

**Vania Miranda<sup>1</sup>, Roni Faslah<sup>2</sup>, Rizki Firdausi Rachmadania<sup>3</sup>.**

<sup>1</sup> Universitas Negeri Jakarta, Indonesia

<sup>2</sup> Universitas Negeri Jakarta, Indonesia

<sup>3</sup> Universitas Negeri Jakarta, Indonesia

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### **Abstract**

*This research was conducted with the aim of examining the effect of self-efficacy and achievement with independent learning on students of the Faculty of Economics, State University of Jakarta. This research is using a questionnaire method. The respondent selection technique used Proportional Stratified Random Sampling in order to obtain a sample of 165 respondents from students of the Office Administration Education study program. Data was collected by distributing questionnaires using a Likert scale. Results based on the research conducted, it was found that self-efficacy has a positive and significant effect on Self-Regulated Learning. Achievement motivation has a positive and significant effect on Self-Regulated Learning. Self-Efficacy and Achievement Motivation have a positive and significant effect on Self-Regulated Learning.*

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### **Abstrak**

Penelitian ini dilaksanakan dengan tujuan untuk meneliti pengaruh efikasi diri dan motivasi berprestasi dengan kemandirian belajar terhadap mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. Penelitian ini adalah menggunakan metode angket. Teknik pemilihan responden menggunakan *Proportional Stratified Random Sampling* sehingga diperoleh sampel berjumlah 165 responden dari mahasiswa Fakultas Ekonomi UNJ program studi Pendidikan Administrasi Perkantoran. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Efikasi Diri berpengaruh positif dan signifikan terhadap Kemandirian Belajar. Motivasi Berprestasi berpengaruh positif dan signifikan terhadap Kemandirian Belajar. Efikasi Diri dan Motivasi Berprestasi berpengaruh positif dan signifikan terhadap Kemandirian Belajar

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\* Corresponding Author.

[vnmrnda@gmail.com](mailto:vnmrnda@gmail.com) Vania Miranda

## INTRODUCTION

Humans and education have a close relationship. Almost in the course of his life, humans must always learn. Education can shape a person to be qualified, competent, moral, and ethical, so that we have value in society and the environment. The learning ability of each student will greatly determine his success in learning. Growing up in an era where technology is developing rapidly and is easily accessible is a support for students to gain a lot of relevant knowledge. Establishing good self-regulation can help in various aspects, especially enthusiasm for self-study. Students can be said to be self-directed if they are able to manage time, plan learning strategies, have curiosity, and evaluate the knowledge gained during college. Learning independence is based on individual motivation in mastering a certain material so that they are accustomed to solving the problems they face by themselves.

Then in the early quarter of 2020, the Covid-19 outbreak was sweeping across the world, which required people to practice *social distancing* to break the chain of spread. There are so many aspects that have been disrupted by this virus, especially the education aspect. Teaching and learning activities that were originally face-to-face must also be carried out online. Indonesia ordered schools and universities to close in early March, impacting more than 60 million students across the country having to study online (UNICEF, 2020). Students claim that online learning has a big impact on their academic activities. A survey of students in DKI Jakarta revealed that the implementation of online learning as a result of the Covid-19 pandemic had not been implemented properly, because students did not have a high enough independence (Hidayat et al., 2020).

Encouraging the ability of independent learning in individuals in the background by various factors. Learning independence is caused by discipline, self-confidence, motivation, initiative, and responsibility (Sutama et al., 2015). Furthermore, one of the factors for the emergence of self-regulation in learning is motivation (Inayah, 2013: 3). Aspects that affect self-regulation in learning is the individual's belief in himself (Taylor, Peplau & Sears, 2009:134). Students with high independence tend to be driven by high motivation and self-efficacy which will then affect learning achievement (Fauzi & Widjajanti, 2018). If students do not have these factors, the negative impact is the inability of students to develop independent learning strategies (Bai & Guo, 2020).

Factors related to independence is self-efficacy. Self-efficacy is a person's belief about his abilities in doing a task, where that ability is trained, driven by events that affect a person's life (Mufidah, 2017). However, students' self-efficacy is low when they do tasks that are considered difficult or beyond their capabilities. Students are filled with fear of trying so that students easily give up. Students admitted that online learning tends to make it easier for them to copy answers from their friends rather than trying to complete their work individually. Student self-efficacy is also seen from those who feel insecure to give their opinions in class.

Achievement motivation is also one of the factors for students to learn independently. Achievement motivation is the drive or motive that exists in each student to direct his behavior in order to achieve a success in learning and education (Apriyani, 2017). The problem of achievement motivation faced by students is that they do not use their time well to re-evaluate the material after the lecture is over. When given assignments, students tend not to do their work and even *miss deadlines*. Some students who also often attend are not on time. They will also study only in situations when they will face an exam.

Other factors that influence student learning independence are responsibility and discipline. This is not dominant because according to the results of pre-research, students

who apply independent learning have the aim of being more focused on learning and being able to understand the subject matter in depth. It can be concluded that these factors only encourage some students to self-regulate in learning.

From the results of observations and pre-research conducted, it can be seen that the level of a person's learning independence is motivated by various factors, including self-efficacy and achievement motivation. Based on the background of the problem above, the researcher is interested in researching the Effect of Self-Efficacy and Achievement Motivation on Independent Learning of Students of the Office Administration Education Study Program, Faculty of Economics, State University of Jakarta.

### **Independent Learning**

Independent learning is the ability of individuals to learn on their own initiative without the help of other parties in determining the goals and methods of learning. According to Rahmayani (2020), learning independence is the behavior of students in realizing their desires by not depending on others so that students can determine effective learning methods, are able to carry out learning tasks well and are able to carry out learning activities independently. Suhendri and Mardalena (2013:109) state that independent learning is a learning activity carried out by students without being assisted in achieving their learning goals. Learning independence is the willingness and ability of students to carry out active learning activities that are driven by motivation to master the competencies that have been determined (Makur et al., 2021). From the opinion above, it can be concluded that learning independence is an initiative built by individuals to get themselves involved in the learning process with the aim of improving their learning outcomes.

### **Self-Efficacy**

Efficacy refers to the belief that individuals have in their own abilities to carry out activities and complete tasks. According to Mufidah (2017), self-efficacy is a person's belief about his abilities in carrying out a task, where that ability is trained, driven by events that affect a person's life. Self-efficacy is an assessment of the individual himself in carrying out his duties in accordance with existing conditions (Widyaninggar, 2015). Self-efficacy is related to the belief that one has the ability to perform the expected actions (Nurdin, 2020). It can be concluded that self-efficacy is an individual's belief that they can do their job as expected.

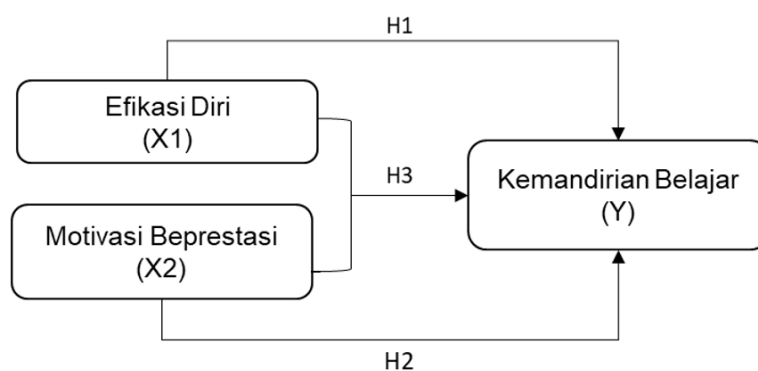
### **Achievement Motivation Achievement**

Motivation is an individual's drive to try hard, outperform others based on a certain standard, and do their best with the aim of getting the best results according to the expected situation (Wijaya & Widiasavitri, 2019). Achievement motivation is an individual's effort to direct and fully regulate his abilities to get satisfactory achievements (Sagita & Daharnis, 2017). Then, according to Aspriyani (2017) achievement motivation is an encouragement or motive that exists in each student to direct his behavior in order to achieve a success in learning and education. In line with the opinion of Mulya & Indrawati (2017), achievement motivation is an encouragement to achieve a certain achievement and as much as possible try to get success in accordance with what is expected and certain standards that have been set. It can be concluded that achievement motivation is an impulse that arises within the individual to fully regulate his behavior to get a satisfactory achievement.

## **METHOD**

The approach used in this study is a quantitative approach. According to Sugiyono (2015:14) a quantitative approach is a research used to examine a particular population or sample and take random samples with data collection using instruments, the data analysis is statistical. To collect data, the researcher used a questionnaire or questionnaire method. Questionnaires or questionnaires are data collection techniques carried out by giving a set of questions or written statements to respondents to answer, questionnaires are efficient if the researcher knows for sure the variables to be measured and knows what can be expected from the respondents (Sugiyono, 2012).

The population chosen by the researcher is Office Administration Education students from the Faculty of Economics, State University of Jakarta, class of 2017-2020, totaling 337 students. The sampling technique used in this research is *proportional random sampling*. Based on calculations using the Slovin formula, the samples obtained were 165 samples. This study uses multiple linear regression analysis. The research constellation is described as follows:



**Gambar 1. Konstelasi Penelitian**

## RESULTS AND DISCUSSION

### Test Data Requirements

The data requirements test consists of normality and linearity tests:

**Tabel 1. Hasil Uji Normalitas**

Variabel	Sig.
Efikasi Diri	.200
Motivasi Berprestasi	.200
Kemandirian Belajar	.200

Based on table 1, it can be concluded that the data from the three variables are normally distributed because the significance value is  $> 0.05$ .

**Tabel 2. Hasil Uji Linearitas**

Variabel	Sig.
X1 > Y	.614
X2 > Y	.389

The Deviation from Linearity table shows a significance of  $> 0.05$ . It can be concluded that the variables X1 and X2 to Y have a linear relationship and meet the linear requirements test.

### Hypothesis testing

Hypothesis test consists of F test, T test, and multiple linear regression.

**Tabel 3. Uji F ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2592.652	2	1296.326	50.917	.000 <sup>b</sup>
	Residual	4124.415	162	25.459		
	Total	6717.067	164			

a. Dependent Variable: Kemandirian Belajar

b. Predictors: (Constant), Motivasi Berprestasi, Efikasi Diri

From the F-Test table, it can be seen that the F-count value is 50.917. The value of the F-table can be found in the statistical table at a significance level of 0.05, df 1 (the number of variables X) 2, df 2 = n-k (n is the number of data and k is the number of independent variables) or  $165-2 = 163$ .

The results of the F table show the number 3.05 with a significance level of  $0.00 < 0.05$ . From these data it can be concluded that Self-Efficacy and Independent Learning can simultaneously affect Learning Independence with a significance value of F is  $50.917 > 3.05$ .

**Tabel 4. Uji t Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.008	3.790		4.224	.000
Efikasi Diri	.561	.089	.453	6.324	.000
Motivasi Berprestasi	.264	.075	.253	3.529	.001

a. Dependent Variable: Kemandirian Belajar

Tabel uji t diatas menunjukkan nilai t-hitung variabel Efikasi Diri (X1) sebesar 6,324 dan Motivasi Berprestasi sebesar 3,529. Nilai T-tabel dapat dicari pada tabel statistik dengan taraf signifikansi 0,05, df 1 (jumlah variabel X) 2, df 2 = n-k-1 (n adalah jumlah data dan k adalah jumlah variabel bebas) atau  $165-2-1 = 163$ , sehingga didapatkan t-tabel sebesar 1,97472. Angka signifikansi T pada Efikasi Diri menunjukkan  $6,324 > 1,97472$  yang berarti hipotesis diterima. Kemudian angka signifikansi t pada varibel Motivasi Berprestasi menunjukkan  $3,529 > 1,97472$  sehingga hipotesis diterima.

**Tabel 5. Uji Regresi Linier Berganda**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621 <sup>a</sup>	.473	.467	5.046

a. Predictors: (Constant), Motivasi Berprestasi, Efikasi Diri

b. Dependent Variable: Kemandirian Belajar

Based on the table, it can be seen that (R Square) R<sup>2</sup> is 0.621. It can be concluded that Self-Efficacy (X1) and Achievement Motivation (X2) to explain the Independent Learning variable (Y) simultaneously is 47% while the remaining 53% is influenced by other factors not examined by researchers.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the data processing that has been carried out, the descriptions of the data that have been described, as well as the analysis and discussion in this study, it can be concluded that:

There is a positive and significant influence between the variables of Self Efficacy (X1) and Learning Independence (Y) which can be seen from the results of  $t_{count} 6,324 > t_{table} 1,97472$  and the value of Sig.  $0.000 < 0.05$ . If the student's self-efficacy is higher, the impact on independent learning will also increase.

There is a positive and significant influence between Achievement Motivation (X2) and Learning Independence (Y) which can be seen from the results of  $t_{count} 3,529 > t_{table} 1,97472$  and Sig value  $0.001 < 0.005$ . If the student's achievement motivation is higher, the impact on learning independence will also increase.

There is a jointly positive and significant relationship between Self-Efficacy (X1) and Achievement Motivation (X2) and Learning Independence (Y) with an Fcount of  $50.917 > 3.05$  with a significance level of  $0.00 < 0.05$ . If the students' self-efficacy and achievement motivation are higher, the impact on independent learning will also increase.[A1]

### Suggestion

The results of research on self-efficacy and achievement motivation on p learning independence of Office Administration Education students at the State University of Jakarta stated that the higher the level of self-efficacy and achievement motivation, the higher the learning independence will also be. Students need to have an awareness that the level of effort given in learning will determine their success in achieving achievements. Students must also increase their self-confidence and be willing to receive feedback on the results of their studies or work. It is hoped that having awareness and self-confidence will foster student motivation to study harder, so that this can help students be encouraged to increase their learning independence. Then students need to build an attitude of initiative so that they are more motivated to seek knowledge. Students are also expected to always use their time to study whenever and wherever, not only at certain times. Learning strategies need to be built so that they can support their learning activities so they don't get bored quickly.



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