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Rosenda Vesnia Satriyo Putri, Herdian Herdian*, Pambudi Rahardjo, Fatin Rohmah Nur Wahidah

Universitas Muhammadiyah Purwokerto, Indonesia
*e-mail: herdian@ump.ac.id

THE ROLE OF SELF-REGULATE LEARNING AND SELF-EFFICACY ON LEARNING MOTIVATION IN STUDENTS AT SMPN X

The role of information technology has become very important in the era of globalization and modernization, especially in various fields, such as the field of education. The online learning process is one whose performance is greatly influenced by the ability of teachers to use technology to provide learning materials. The presence of e-learning in Indonesia can have an influence on student learning motivation. One of them is the impact on his learning attitude. The purpose of this study was to determine the influence of self-regulated learning, self-efficacy on student learning motivation at SMPN X. Samples totaling 220 students were taken using non-probability sampling techniques in the form of simple random sampling. The data collection method uses a learning motivation scale of α value = 0.735, a self-regulated learning scale of α value = 0.744 and a self-efficacy scale of α value = 0.739. The analysis used is multiple linear regression analysis.

The results of this study show that there is a positive influence with t count > t table of 1,945 on self-regulated learning on learning motivation which means that the higher the self-regulated learning , the higher the motivation to learn, self-efficacy has a positive effect with sig.(p)= 0.021 (sig. <0.050) on learning motivation which means that the higher the self-efficacy , the higher the motivation to learn, then self-regulated learning and self-efficacy simultaneously have a positive effect with sig.(p)= 0.001 (sig. <0.050) to learning motivation which means that the higher the self-regulated learning and self-efficacy , the higher the motivation to learn in students. The coefficient of determination known to Rsquare is 0.044 which means that the variables self-regulated learning and self-efficacy together affect learning motivation by 4.4% and are influenced by other variables by 95.6%.

Key words: learning motivation, self regulated learning, self efficacy.

Розенда Весния Сатрио Путри, Хердиан*,
Памбуди Рахарджо, Фатин Рохмах Нур Вахида
Мухаммадия Пурвокерто университеті, Индонезия, Пурвокерто қ.
*e-mail: herdian@ump.ac.id

SMPN X студенттердің оқу мотивациясының өзіндік тиімділігі мен оқудағы өзіндік реттелуінің рөлі

Жаһандану мен модернизация дәуірінде ақпараттық технологиялар көптеген салаларда, әсіресе білім беруде маңызды рөл атқарады. Онлайн оқыту процесі көбінесе мұғалімдердің оқу материалдарын ұсыну үшін осы технологияларды қолдану қабілетімен анықталады. Индонезияда электронды оқытуды енгізу оқушылардың оқуға деген ынтасына әсер етуі мүмкін, оның бір көрінісі оқуға деген көзқарасын жақсарту болып табылады. Бұл зерттеудің мақсаты SMPN X студенттердің оқу мотивациясының өзіндік тиімділігі мен оқудағы өзіндік реттелуінің әсерін анықтау болды. Қарапайым кездейсоқ таңдау түріндегі ықтималдық таңдау әдістерін қолдану арқылы 220 оқушыдан тұратын іріктеу таңдалды. Деректерді жинау әдісінде α = 0,735 болатын оқуға деген мотивациясының шкаласы, α = 0,744 болатын оқудың өзіндік реттелу шкаласы және α = 0,739 болатын өзіндік тиімділік шкаласы қолданылды. Жасалған талдау көп сызықты регрессиялық талдау болды.

Бұл зерттеудің нәтижесі t count > t table 1945 оқуға өзіндік реттелу, оқу мотивациясына оң әсер ететінін көрсетті, яғни өзіндік реттелу оқыту неғұрлым жоғары болса, соғұрлым оқу мотивациясы және өзіндік тиімділік жоғары болады. Sig.(p)=0,021 (sig.<0,050) оқу мотивациясына оң әсер ету дегеніміз, өзіндік тиімділік неғұрлым жоғары болса, оқуға деген мотивация соғұрлым жоғары болады, содан кейін оқуға өзіндік реттелу және өзіндік тиімділік бір уақытта sig.(p) = 0,001 (sig <0,050) оқу мотивациясына оң әсер етеді, бұл оқуға өзіндік

реттелу мен өзіндік тиімділігі неғұрлым жоғары болса, студенттердің оқу мотивациясы соғұрлым жоғары болады дегенді білдіреді. Rsquare-ге белгілі детерминация коэффициенті 0,044, бұл оқуға өзіндік реттелу мен өзіндік тиімділік айнымалылары бірге оқу мотивациясына 4,4% әсер етеді, ал басқа айнымалылар 95,6% әсер етеді.

Түйін сөздер: оқу мотивациясы, оқудың өзіндік реттелуі, өзіндік тиімділік.

Розенда Весния Сатрио Путри, Хердиан*,
Памбуди Рахарджо, Фатин Рохмах Нур Вахида
Университет Мухаммадия Пурвокерто, Индонезия, г. Пурвокерто
* e-mail: herdian@ump.ac.id

Влияние саморегулируемого обучения и самоэффективности на учебную мотивацию студентов в SMPN X

В эпоху глобализации и модернизации важное место во многих областях, особенно в сфере образования, занимают информационные технологии. Процесс онлайн-обучения во многом определяется способностями учителей использовать эти технологии для представления своих учебных материалов. Осуществление электронного обучения в Индонезии может оказать влияние на мотивацию учащихся к обучению, одним из проявлений которой является улучшение их отношения к обучению. Целью данного исследования было определение влияния саморегулируемого обучения и самоэффективности на учебную мотивацию студентов в SMPN X. Выборка в количестве 220 студентов была отобрана с использованием методов вероятностной выборки в виде простой случайной выборки. В методе сбора данных была использована шкала мотивации к обучению со значением α = 0,735, саморегулируемая шкала обучения со значением α = 0,744 и шкала самоэффективности со значением α = 0,739. Проведенный анализ представил собой множественный линейный регрессионный анализ.

Результаты этого исследования показали, что существует положительное влияние t count > t table 1945 на саморегулируемое обучение, на учебную мотивацию, что означает, что чем выше саморегулируемое обучение, тем выше мотивация к обучению и самоэффективность. Положительное влияние с sig.(p)=0,021 (sig.<0,050) на мотивацию обучения означает, что чем выше самоэффективность, тем выше мотивация к обучению, то саморегулируемое обучение и самоэффективность одновременно оказывают положительное влияние с sig.(p) = 0,001 (sig. <0,050) на мотивацию к обучению, что означает, что чем выше саморегулируемость обучения и самоэффективность, тем выше мотивация к обучению у студентов. Коэффициент детерминации, известный как Rsquare, составляет 0,044, что означает, что переменные «саморегулируемое обучение» и «самоэффективность» вместе влияют на мотивацию обучения на 4,4%, а другие переменные влияют на 95,6%.

Ключевые слова: учебная мотивация, саморегулируемое обучение, самоэффективность.

Introduction

Current technological advances in the era of globalization contribute to various social aspects, such as more accessible and faster communication (Aprilian, 2020). The role of information technology has become crucial in the era of globalization and modernization, especially in various fields, such as the field of education (Nofatin et al., 2019). The enormous impact of the development of science and technology affects multiple areas of life in the form of positive and negative effects, especially the increasing use of the internet and social media in society (Mirsadi, Nurhasanah, 2017). The positive impact is that students can communicate with teachers through various technologies, including classroom, video conferencing, telephone or live chat, Zoom, or Whatsapp groups.

Distance learning is a learning process in which students and teachers do not meet in person. The Ministry of Education and Culture explained in Circular Letter Number 4 of 2020 that distance learning is of two types: offline (outside the network) and online (in the network). Offline learning takes place without using the internet network or intranet. Offline learning refers to learning that occurs through the use of media such as radio, lending textbooks to students to learn, and learning through TVRI educational television broadcasts (Assidiqi, Sumarni, 2020). Meanwhile, online learning is learning that seeks to reach a large and diverse population using the internet network (Yanti, Kuntarto, Kurniawan, 2020).

The online learning process is one whose performance is greatly influenced by the ability of teachers to use technology to provide learning materials

(Assidiqi, Sumarni, 2020). Attention, concentration, and perseverance, both outside and inside are critical during the learning stage to achieve goals both in learning. However, on the other hand, many distractions can affect student learning motivation, including the rapid advancement of information and communication technology to produce electronic visual media such as Internet computers, laptops, mobile phones (HP) and tablets (Jannah, Mudjiran, Nirwana, 2015).

Data from a literature review on the provision of e-learning materials shows that not all students will succeed in online learning (Nakayama, Yamamoto, Santiago, 2006). Other research data show that the obstacles to the success of online learning include the lack of teacher interaction, the delivery of material that students do not understand, the inability of parents to guide their children to learn, and the ability of parents to finance learning facilities on the internet as a source of information (Handayani, Khasanah, Yoshinta, 2020).

Tok now the strength of student learning motivation, according to Sardiman (Sardiman, 2012) this can be seen from several indicators such as perseverance in completing facing tasks, when facing difficulties staying tough, on various issues "adults" show a sense of interest, prefer to work independently, routine tasks become boring quickly, know how to maintain their opinions, it is not easy to let go of what students believe, students can easily find and solve problems. Students who spend their time studying are more diligent because they have learning motivation, in contrast to students who have low learning motivation. Students will be motivated and encouraged to start activities of their own will, be on time to complete tasks, and be persistent and not discouraged when facing difficulties in carrying out functions if the child is motivated to learn (Hanafi, 2016).

Learning motivation is defined as a situation that encourages an individual to achieve a goal of a certain level or a plan in other words, and motivation generates some kind of potential for the individual to act or behave (Effendi, 1984). Motivation is the driving impulse in the student who creates, ensures the continuity and guides learning activities so that the expected desires are achieved (Sardiman, 2018).

Many students do not have the motivation to learn and compete using other unhealthy techniques, and students still tend to have an attitude of relying on friends, a sense of dependence on friends tends to be high in completing the assigned tasks, copying other friends' tasks, or carrying out learning only as a fulfillment of the requirements for carrying out exams is not new according to them (Aimah, Ifadah, 2014). A motivated student can be seen by paying attention to the learning process, which includes an interest in learning, acuity of attention, perseverance, and concentration (Sardiman, 2012).

The high learning motivation that students have shows great interest and is full of interest in learning and tasks without ever giving up and without feeling bored. On the contrary, students' low motivation to learn indicates quick boredom, rejection, and avoidance of learning activities (Sardiman, 2012). Adolescent student achievement in school is closely related to motivation, and motivation related to needs, motivation, and goals significantly influence learning outcomes (Hanafi, 2016). The lack of motivation also affects the positive attitude of a student (Aimah, Ifadah, 2014).

Motivation is essential for the learning process because it encourages the organism to take action and has learning objectives that are very beneficial for the individual's life (Hanafi, 2016). Motivation to learn is a psychological factor, not an intellectual one. The typical role of motivation is related to increasing passion, feelings of enthusiasm and pleasure in learning (Sardiman, 2018). In the teaching and learning stage, motivation is defined as the encouragement to take action in order to achieve a specific goal (Hanafi, 2016).

This proves that other factors can influence student learning motivation in previous studies such as: internal and external factors (Djarwo, 2020), internal factors of learning motivation consisting of *Self Regulated Learning* (Lavasani, Mirhosseini etc., 2011), academic stress (Sujadi, 2021), learning outcomes (Palittin, Wolo, Purwanty, 2019), self-regulation (Hadi, 2020), *self-efficacy* (Furqon, 2021), emotional intelligence (EQ) (Sarnoto, Romli, 2019) , spiritual intelligence (Basuki, 2015), *reward* and *punishment* (Jurnal, Melinda, etc., 2018), academic procastination (Nitami, Daharnis, Yusri, 2015), interest in learning (Fauziah, Rosnaningsih, Azhar, 2017) then external factors (Djarwo, 2020) that influence learning motivation are *blended learning* (Sjukur, 2013), game addiction (Jannah, Mudjiran, Nirwana, 2015), learning facilities and environment (Damanik, 2019), Parental education intensity and economic status of parents (Rahayu, 2011), teacher performance [27 (Widoyoko, 2008), social support (Rosa, 2020), parenting (Kurnianto, Rahmawati, 2020), teacher communication style (Sucia, 2017), class climate (Sari, Ar, Deskoni, 2018), use of *e-learning* learning media (Aurora, Effendi, 2019), peer role and study habits (Agustiningtyas &Surjanti, 2021).

One of the internal factors of learning motivation is Self-regulated learning. Learning is not always regulated by external factors it is also controlled by internal self-regulating factors (self-regulated) (Chung, 2000). In Chung's research in 1865, elementary school students in junior high schools explained that learning motivation is related to Self-regulated learning, this is because student learning achievement is mainly determined by a number of supporting factors from external and internal (Chung, 2000). Research by Aimah and Ifadah (Aimah, Ifadah, 2014) explained that Self-regulated learning (SRL) affects students' self-learning drive to become a good self-regulated learners in students. Research by D.B. Hidayat and Budiman (Hidayat, Budiman, 2016) on 40 elementary school children showed that the use of the Self-regulated learning model method had a significant effect on student learning motivation.

Dewi Juniyanti's (Juniayanti, 2019). research on 48 elementary school students found that the use of the Self Regulated Learning (SRL, 2015) learning model together with the Google Classroom application affects the motivation to learn science Ali and Mostafa's research on 254 Physics students showed that learning motivation has an effect on Self-regulated learning and motivational beliefs (SRL, 2015). Based on the findings of previous studies, it can be concluded that Self-regulated learning (SRL) has an influence on learning motivation.

Self-regulated learning (SRL, 2015) is an activity in which individuals learn to actively build, identify learning objectives, plan and monitor, organize and manage their cognition, motivation, behavior, and environment to achieve specified desires (Filho, 2001). Students selves are a major factor in the development of Self-regulated learning. Self-regulated learning in students is a force that improves students' independent learning strategies. The position of self-regulation of learning is the most important thing for student success and student learning outcomes (Alhadi, Supriyanto, 2017).

Learning needs to be known as an active, constructive, and self-regulated process (Montalvo & Torres, 2004). This is in accordance with the statement of Corno (1993) in (Zumbrunn, 2011) which states that self-motivation in Self-regulated learning seems very important because it is part of the process of achieving specific goals. Many of the students generally do not perform well in Self-regulated learning, and the learning activities they usually do do do not have a good plan of action to do without some kind of monitoring or evaluation of their learning outcomes for a specific target goal or not (Aimah, Ifadah, 2014).

Hipotesis 1 : There is an influence of *Self Regulated Learning* on learning motivation in SMPN X Students

Self-efficacy is another internal factor that encourages motivation to learn. Furqon's research (2021) revealed that there was a 34% percent relationship between *self-efficacy* and academic motivation in 134 students in grades 7 and 8 of junior high school who came from prosperous families. According to research by Setriani and Metri, there is a positive correlation between *self-efficacy* and learning motivation in 59 Darul Fattah high school students in Bandar Lampung, Indonesia. In conclusion, the higher a person's *self-efficacy*, the greater the motivation or motivation for learning (Setriani & Puspitasari, 2020).

Another study by F.C Yapo et al (Yapo& Tus, 2021) revealed that during the covid pandemic, there was a relationship between *self-efficacy* and academic motivation among 532 university graduates in the Philippines. Research by Soner Arik (Arik, 2019) to 588 students at one public university in Turkey shows that *self-efficacy* is a significant predictor of both academic motivation and self-control and self-management of students but academic motivation does not predict self-control and self-management. Based on the results of previous studies, it is said that there is an influence of *self-efficacy* on learning motivation.

Bandura defines self-efficacy as a person's belief in organizing and carrying out actions necessary to achieve certain goals. The idea that one can overcome circumstances and produce positive results is referred to as self-efficacy (Bandura, 1997). According to Bandura, self-efficacy has a significant influence on behavior. Students with poor self-efficacy, for example, do not want to prepare for exams because they do not believe that studying will help them fulfill the tasks and questions of the teacher (Santrock, 2007).

The belief that a person has the ability to acquire or carry out tasks at a certain level is referred to as self-efficacy (Wang, 2004). Bandura defines motivation as "something that pushes the individual towards a goal in the hope of achieving the results of their actions and having the confidence to do so." (Cobb, 2003). Self-efficacy reflects a belief in an individual's ability to perform tasks that will affect the objectives whether it is oriented toward an educational or performance plan (Fasikhah & Fatimah, 2013).Higher self-efficacy reflects an increase in self-regulation allowing people to study together

by applying more self-regulating learning tactics, which in turn affects academic performance (Fasikhah & Fatimah, 2013).

Low self-efficacy improves avoidance behaviors as well as anxiety, and people will prevent behaviors that could aggravate the situation. Although this is not due to threats, people will avoid behaviors that can aggravate the situation because they feel they do not have the expertise to regulate risky aspects that increase anxiety and avoidance behaviors (Bandura, 1997).

Hipotesis 2 : There is an influence of *self-efficacy* on learning motivation in SMPN X students

Hipotesis 3 : There is an influence of *Self Regulated Learning* on *self-efficacy* in SMPN X Students

Based on the introduction above, it can be concluded that the low self-regulated learning and self-efficacy have an influence on student learning motivation, so researchers try to study the influence of self-regulated learning and self-efficacy on learning motivation in SMPN X students and has been proven by previous research on the influence between self-regulated learning on learning motivation and the influence of self-efficacy on learning motivation.

Materials and Methods

The method used in this study is a quantitative methodology with sampling in the form of simple random sampling. This procedure is used by researchers to make it easier to obtain subjects the researcher. The simple random sampling technique is a state where the population is homogeneous or relatively equal without specifying certain categories and can be taken at any time (Sugiyono, 2009).

Participants

Determination of the number of samples taken using a table developed by Krejcie-Morgan (1970), which aims to measure the proportion of a population. The number of participants was 220 samples. Information about participants is shown in table 1.

Table 1 – Student data

NO	CRITERION	N	%
1.	Gender		
	Man	93	42
	Woman	127	58
2.	Age		
	12	59	26.8
	13	105	47.7
	14	53	24.1
	15	3	1.4
	16	0	0.0
	>16	0	0,0

Learning Motivation Scale

Learning motivation in this study was measured using a learning motivation scale compiled by researchers based on aspects of learning motivation according to Keller (1987) , which was divided into four categories, namely attention, relevance, confidence, and satisfaction. that the process of behavior modification as a result of experience. This study was compiled with a learning motivation scale with four alternative answers, namely Strongly Disagree (STS), Disagree (TS), Agree (S), and Strongly Agree (SS). The scoring scale scores from 1 to 4 is based on favorability and unfavorable. The number of items used in the learning motivation scale amounted to 28 items, with a validity coefficient of 0.329-0.614 and a Cronbach alpha value of 0.735.

Self Regulated Learning Scale

Self Regulated Learning in this study was measured using a self-regulated learning scale compiled by researchers based on aspects of self-regulated learning according to Zimmerman (1989), namely metacognition, motivation and behavior. The number of self-regulated learning scale items

amounted to 38 items. That the process of behavior modification is a result of experience. This study was compiled with a learning motivation scale with four alternative answers, namely Strongly Disagree (STS), Disagree (TS), Agree (S), and Strongly Agree (SS). The scoring scale score from 1 to 4 is based on favorability and unfavorable. The validity coefficient of the self-regulated learning scale is 0.308-0.691 and the Cronbach alpha value is 0.744.

Self Efficacy Scale

Self Efficacy in this study was measured using a self-efficacy scale compiled by researchers based on aspects of self-efficacy according to (Bandura, 1997), That the process of behavior modification is a result of experience. This study was compiled with a learning motivation scale with four alternative answers, namely Strongly Disagree (STS), Disagree (TS), Agree (S), and Strongly Agree (SS). The scoring scale scores from 1 to 4 based on the favorable and unfavorable. The number of self-efficacy scale items totaled 38 items. The coefficient of validity of the self-efficacy scale is 0.285-0.622 and the value of Cronbach alpha is 0.739.

Data analysis

Data analysis used multiple linear regression to assess the effect of Self-regulated learning and self-efficacy on the learning motivation of Junior High School Students X. Multiple linear regression analysis was used to measure the simultaneous influence of independent variables X1 and X2 on dependent variables Y, using the T-test to find out whether independent variables had a partial effect on dependent variables and the F test to find out whether independent variables had a partial effect on dependent variables. Variables X1 and X2 affect the bound variable (Y) simultaneously. The calculation is carried out using SPSS version 25.

Results and Discussion

This research was carried out through multiple regression analysis. The double regression analysis results showed a relationship between self-regulated learning and self-efficacy with a significant level of 5% obtained a calculated F value = 6,890 and a sig probability level. (p) < 0.05 obtained sig value. (p) = 0.001. This means self-regulated learning and self-efficacy explain the variant of learning motivation by 4.4% (R2 = 0.044). This identifies that self-regulated learning and self-efficacy with all aspects of it contribute 4.4% to learning motivation, although learning motivation is not only influenced by these variables. The following are the regression test results presented in table 2.

Table 2 – Effect of Self regulated learning and Self efficacy on learning motivation

No.	Predictor	b	P	R	R^2	F	P
1 2	*Self regulated learning* *Self efficacy*	0.179 0,155	<0.05	0.209	0,044	4.972	<0.05

Table 3 – Test T

No.	Predictor	b	P	R	R^2	t	Sig
1	*Self regulated learning*	0.100	<0.05	0.131	0,017	1.945	<0.008
2	*Self Efficacy*	0,162	<0.05	0,156	0,024	2,331	<0.007

Based on the results of multiple linear regression, the coefficient b is interpreted by the coefficient of the direction of regression and can express the average change of the variables of self-regulated learning and self-efficacy by one unit, this change will increase if b is positive and will decrease if b is negative. This is reinforced by the result of the regression equation which is y = 62.563+ 0.107 x1 + 0.170 x2. Thus, it can be concluded that there is a positive increase in learning motivation by 0.100 for every change that occurs in self-regulated learning and there is a positive increase in learning motivation by 0.162 for every change that occurs in self-efficacy.

Results and Discussion

Motivation is a driving impulse in students who create, ensure continuity and provide guidance on learning activities so that the expected desires are achieved (Sardiman, 2018). Other factors can also influence learning motivation, namely Self Regulated Learning (Lavasani et al., 2011) and self-efficacy (Furqon, 2021).

Based on the results of the regression test, the effect of self-regulated learning and self-efficacy on learning motivation with a significant level of 5% obtained a calculated F value = 6,890 and a sig probability level. (p) < 0.05 obtained sig value. (p) = 0.001, then the hypothesis is accepted, namely that there is a significant influence between self-regulated learning, self-efficacy and learning motivation. This is reinforced by the result of the regression equation y= 62.563+ 0.107 x1 + 0.170 x2. Thus, it can be concluded that there is an increase in learning motivation by 0.107 for every change that occurs in self-regulated learning and there is an increase in learning motivation by 0.170 for every change that occurs in self-efficacy.

This shows that self-regulated learning, self-efficacy can increase learning motivation. Self-regulated learning is an active and constructive process by which individuals set goals for their learning process and seek to monitor, organize and control their cognition, motivation and behavior directed and limited by their objectives and the contextual features present in the environment (Wolters et al., 2003). As well as Self efficacy refers to a person's belief in their ability to learn or perform skills at a certain level (Wang, 2004).

Based on the results of the study above, it can be explained that the Rsquare determination coefficient of 0.044 which has the meaning of the variables self-regulated learning (X1) and self-efficacy (X2) together affects the learning motivation variable by 4.4%. Thus, students who have self-regulated learning and high self-efficacy can increase learning motivation. Students do not give up on the problems felt related to education because students who have self-regulated learning and self-efficacy can face various obstacles, are able to organize and complete schoolwork independently, and students have the goal of obtaining successful goals through a better understanding of the subject matter.The descriptive results of the variable data on self-regulated learning, self-efficacy and learning motivation in students totaling 220 students of SMPN X, namely on student learning motivation, showed that they had the moderate motivation of 35.5%, meaning that the students of SMPN X who were sampled in this study had high learning motivation as many as 78 students.

Based on this description, it is time for the school to maintain student learning motivation so that students are better at learning and produce a more qualified generation of students. Strengthened by research conducted by (Aimah & Ifadah, 2014) stated that self-regulated learning has an influence on students' self-motivation to learn to become a good self-regulated learners, then (Setriani & Puspitasari, 2020) shows that the higher the self-efficacy, the higher the motivation to learn. Based on the results of this study, the suggestion for further research is to be able to use free variables taken from external factors that affect bound variables and add variables related to learning motivation So that it is hoped that researchers can then conduct further research on other factors that can affect learning motivation that has not been studied.

Learning motivation variables, self-regulated learning variables and self-efficacy variables have research limitations, namely the number of respondents who are only 272 students, which is not enough to explain the actual situation. The information provided by the respondent through the questionnaire during the data collection procedure may not be representative of the respondent's original point of view. This is because the beliefs, assumptions, and understanding of each respondent are different, as well as other aspects such as the honesty component in filling out the questionnaire.

Conclusion

Based on the results of research and discussion about the influence of self-regulated learning and self-efficacy on learning motivation in students at SMPN X, it was concluded that the hypothesis was accepted as follows:

1. There is a significant influence of self-regulated learning on learning motivation in SMPN X students.
2. There is a significant influence of self-efficacy on learning motivation in SMPN X students.
3. There is a significant influence in terms of self-regulated learning and self-efficacy on learning motivation in SMPN X students.

The conclusion of this study is that there is a significant positive influence of 1.4% on self-regulated learning on learning motivation which means that the higher the self-regulated learning, the higher the student's learning motivation, then there is a significant positive influence of 2.4% on

self-efficacy on learning motivation which means that the higher the self-efficacy, the higher the student's learning motivation, then the last one there is a significant positive influence of 4.4% on self-regulated learning and self-efficacy of learning motivation which means that the higher the student's learning motivation, the higher the self-regulated learning and self-efficacy.

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