LEARNING MOTIVATION AND SELF-REGULATED LEARNING IN HIGH SCHOOL STUDENT

Zana Apridelia[1], Rici Kardo[2], Mori Dianto[3], Gabriel Akinjide Akintomide[4]
[1,2,3]Guidance and Counseling Study Program, Faculty of Social Science and Humanities, Universitas PGRI Sumatera Barat
[4] Department of Educational Foundations and Counselling, Obafemi Awolowo University, Ile-Ife, Nigeria
Corresponding author, e-mail: Zanaapridelia1704@gmail.com

Abstrak

Rumusan masalah dalam penelitian meliputi: (1) Peserta didik yang menunda-nunda dalam pembuatan tugas dan adanya peserta didik yang tidak menyelesaikan tugas tepat waktu (2) Peserta didik yang tidak mempunyai motivasi dalam diri (3) Peserta didik yang tidak memilliki tujuan hidup dan adanya peserta didik yang tidak bisa mengontrol diri. Tujuan penelitian adalah untuk mengetahui tingkat motivasi belajar yang dimiliki peserta didik dalam self regulated learning serta mengetahui hubungan antara keduanya Jenis penelitian yang digunakan adalah kuantitatif dengan pendekatan korelasional. Populasi data penelitian berjumlah 55 peserta didik SMA. Hasil penelitian dengan 55 peserta didik diambil melalui teknik penyebaran angket dengan menggunakan skala motivasi belajar dan skala pengambilan self regulated learning. Hasil angket motivasi belajar menunjukkan kategori tinggi (76,36%) dengan frekuensi 42 peserta didik, cukup tinggi (23,64%) dengan frekuensi 13 peserta didik. Kemudian tingkat self regulated learning menunjukkan kategori tinggi (80,00%) dengan frekuensi 44 peserta didik, cukup tinggi (14,55%) dengan frekuensi 8 peserta didik, sangat tinggi (3,63%) dengan frekuensi 2 peserta didi, dan rendah (1,82%) dengan frekuensi 1 peserta didik. Berdasarkan hasil penelitian menyatakan bahwa terdapat hubungan yang signifikan antara motivasi belajar dengan self regulated learning peserta didik SMA. Artinya semakin tinggi tingkat motivasi belajar peserta didik semakin tinggi self regulated learning.

Kata Kunci: Motivasi Belajar, Self Regulated Learning

Abstract

The formulation of problems in the study include: (1) Students who procrastinate in making assignments and there are students who do not complete assignments on time (2) Students who do not have motivation in themselves (3) Students who do not have life goals and there are students who cannot control themselves. The purpose of the study was to determine the level of learning motivation possessed by students in self-regulated learning and to determine the relationship between the two The type of research used is quantitative with a correlational approach. The research data population amounted to 55 high school students. The results of the study with 55 students were taken through questionnaire distribution techniques using a learning motivation scale and a self regulated learning scale.

The results of the learning motivation questionnaire showed a high category (76.36%) with a frequency of 42 students, quite high (23.64%) with a frequency of 13 students. Then the level of self-regulated learning shows a high category (80.00%) with a frequency of 44 students, quite high (14.55%) with a frequency of 8 students, very high (3.63%) with a frequency of 2 students, and low (1.82%) with a frequency of 1 student. Based on the results of the study, it states that there is a significant relationship between learning motivation and self-regulated learning of high school students. This means that the higher the level of learning motivation of students, the higher the self-regulated learning.

Keywords: *Learning Motivation, Self Regulated Learning*

Pendahuluan

Quality education is necessary for humans in this era of globalization. Education has the most important position to create a human life that is intelligent, ethical, and has the necessary skills. The role of education has a huge influence on society and the nation to prepare humans who are able to compete in the future. The importance of education will affect the quality of self and nation that will give birth to knowledgeable, moral and moral learners. Learners must be able to organize themselves in learning in order to survive these demands and they must be able to motivate themselves so that there is a willingness to be able to overcome the problems that occur in students.

According to Schunk (in Yoenanto, 2010) Self-regulated learning is a cognitive process starting from presenting information, namely by making evaluative responses to instructions, processing and integrating self-assessment of performance. knowledge and repeating information. According to Sani (in Sholeh & Sa'diah, 2018) Learning motivation is everything that can motivate students to learn. Without learning motivation, a student will not learn and ultimately not achieve learning success. Motivation affects the level of success or failure of learning, and in general learning, and in general learning to learn without motivation will be difficult to succeed. According to Porwanto (in Amir, 2019) High motivation will produce good achievement because it is through a serious effort. Good achievement is the achievement of motivation so that later graduates will have quality. Meanwhile, according to Adman (in Andriani & Rasto, 2019) Learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and also from outside the individual so that it creates enthusiasm in learning. According to Muslimin (in Azizah et al., 2021) Learning motivation can be seen from the daily characteristics of students such as interest in learning, attention, concentration, and perseverance in learning. This is important because both the success of the learning process in the classroom and the success of the instructor in facilitating the process depend on students' instrinsic motivation to learn.

Learning motivation has a close relationship and influences each other with the ability to self-regulate (Self Regulated Learning). According to Pintrich (in Gumilang, 2022) self-regulated learning is a way of learning active students individually to achieve academic goals by controlling behavior, motivating behavior control, motivating themselves and using their cognition in learning. According to Listiara (in Rachmawati dan Nurhamida, 2018) that the higher the level of self-regulated learning, the lower the student's academic anxiety and vice versa. According to Azmi, (2016) Self Regulated Learning (SRL), is self-management in learning is a learning activity that involves aspects of cognition, motivation, and student behavior in carrying out learning activities.

According to Tores (in Hadwin, 2012) is an activity where individuals who learn actively, compose, determine learning objectives, plan and monitor, regulate and control cognition, behavioral motivation and the environment to achieve predetermined goals. According to Pintrich (dalam Hadwin, 2012), Self-regulation strategies in learning in general include three kinds of strategies, namely: (1) Cognitive Regulation Strategies are strategies related to information processing related to various types of cognitive and metacognitive activities that individuals use to adjust and change their cognition, ranging from the simplest memory strategies, to the most complex strategies. (2) Motivational Regulation Strategies in general motivational regulation strategies include; thoughts, actions or behaviors that individuals do to influence their choices, efforts and perseverance towards various academic tasks. (3)

Behavioral Regulation Strategies. Behavioral regulation strategies are aspects of self-regulation that involve individual efforts to control their own actions and behaviors.

Based on the opinions of the experts above, researchers can conclude that self-regulated learning includes intrinsic factors that exist within oneself to achieve all the goals that individuals want to achieve success. Based on the phenomena that occur in the field and based on the phenomena that occur in the field and based on several observations made by researchers on eleventh grade high school student, problems were found in students including many students who were not disciplined and violated school rules including: (1) There are students who are late when going to school, (2) There are students who cheat during exams, (3) There are students who skip classes during lesson hours, (4) There are students who do not pay attention to the teacher explaining the lesson.

While from interviews conducted with counseling teachers, the results obtained that some of the students sometimes do homework (homework) at school, have difficulty doing the assignments given alone, ask for additional time in submitting assignments to the teacher, have not been able to manage study time, there are students who delay in making school assignments and there are students who do not complete assignments on time, there are students who do not have motivation in themselves, there are students who cannot configure themselves.

Learning motivation is the overall driving force or impetus from within students to carry out learning activities which are characterized by changes in energy to achieve the desired goals. Several elements that influence motivation in learning, namely: a) The ideals and aspirations of students. Ideals will strengthen the motivation of students to learn both intrinsically and extrinsically, b) The ability of students, the desire of a child needs to be accompanied by the ability or proficiency in achieving it, c) The condition of students. The condition of learners which includes physical and spiritual conditions affects learning motivation, d) Environmental conditions of learners. The student's environment can be in the form of natural conditions, living environment, peer association, and community life.

Self regulated learning is the ability of learners to organize and control their own learning process. Self-regulation covers three aspects that are applied in learning including: a) Metacognition, Metacognition is understanding and awareness of cognitive processes or thoughts about thinking, b) Motivation, Motivation is a function of the basic need to control and is related to the abilities that exist in each individual and, c) Behavior, behavior is an individual's effort to self-regulate, select and utilize and create an environment that supports their activities.

Seeing the importance of self-regulated learning, it is necessary to review several factors that cause high and low self-regulated learning in students. This is as what happens to high school students, there are still many students who are not disciplined in learning and there are still many violations committed by students. Based on the above phenomenon, the author wants to further examine the " Learning Motivation and Self-Regulated Learning in High School Student ".

METHODS

This study uses quantitative research with a correlational approach. In this case the researcher wants to find out about whether there is a relationship between learning motivation and self-regulated learning with career decision making in high school students.

According to Supardi (in Agistiawati & Asbari, 2020) Population is a subject that is in an area and fulfills certain conditions related to the problem or object of research. The population in this study amounted to 55 high school students. This study also uses the Simple Random Sampling Technique which is a sampling technique from members of the population which is carried out randomly without regard to the strata in the population. So it can be seen that the number of samples selected in this study using the Simple Random Sampling technique (random) determined 2 sample classes representing the population. This research data collection technique uses a learning motivation scale and a self regulated learning scale that has been tested with a data analysis technique using Pearson product moment correlation analysis.

RESULT AND DISCUSSION

Results

The following will discuss the results that have been carried out by researchers

a) Learning Motivation

Based on the table, it can be seen that high school students have a level of learning motivation in the high category (76.36%) with a frequency of 42 students while other students have a fairly high level of learning motivation (23.64%) with a frequency of 13 students. In addition to the explanation above, the following data is also provided in the form of a bar chart table:
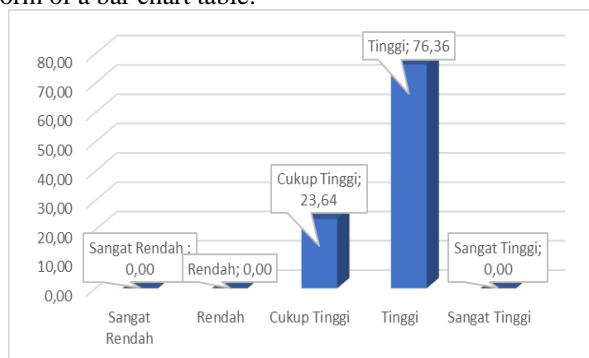
Figure 1. Diagram of Participants' Learning Motivation

b) Self Regulated Learning

Based on the data, it can be seen that the level of self-regulated learning with the highest frequency level in high school students is in the high category (80.00%) with a frequency of 44 students, in the moderately high category (3.63%) with a frequency of 2 students. And in the low category (1.82%) with a frequency of 1 learner. In addition to the explanation above, the following data is provided in the form of a bar chart:
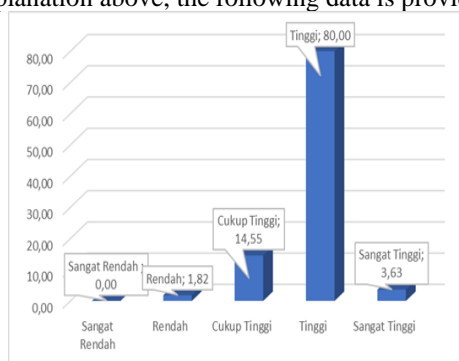
Figure 2. Diagram of Self Regulated Learning of Learners

PREREQUISITE TEST ANALYSIS

a. Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			55
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		10,25136971
Most Extreme Differences	Absolute		,092
	Positive		,064
	Negative		-,092
Test Statistic			,092
Asymp. Sig. (2-tailed)[c]			,200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		,287
	99% Confidence Interval	Lower Bound	,276
		Upper Bound	,299

Table 1. Normality Test Results

Berdasarkan hasil uji coba normalitas diketahui nilai signifikan 0,200 > 0,08 dapat disimpulkan bahwa nilai residual berdistribusi normal.

b. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Self Regulated Learning * Motivasi Belajar	Between Groups	(Combined)	7236,433	30	241,214	2,259	,022
		Linearity	4123,909	1	4123,909	38,626	<,001
		Deviation from Linearity	3112,525	29	107,328	1,005	,500
	Within Groups		2562,367	24	106,765		
	Total		9798,800	54			

Table 2. Linearity Test Results

Based on the table above, the sig value is 0.500, which means it is greater than 0.05, it can be concluded that there is a linear relationship between learning motivation and self-regulated learning.

c.   Hypothesis Test

Correlations

		Motivasi Belajar	Self Regulated Learning
Motivasi Belajar	Pearson Correlation	1	,649[**]
	Sig. (2-tailed)		<,001
	N	55	55
Self Regulated Learning	Pearson Correlation	,649[**]	1
	Sig. (2-tailed)	<,001	
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3. Hypothesis Test Results

After processing the data with the SPSS version 29 statistical program and using the Pearson technique, in table 15 the correlation or rhiltung is 0.649 and rtabel is 0.266 at a significance level of 0.05 or a confidence level (95 percent).

rhitung ≥ rtabel so it can be concluded that the working hypothesis (Ha) can be accepted and there is a significant relationship between learning motivation and self-regulated learning with a fairly strong correlation coefficient. This means that the better the motivation to learn to learn, the better the students' self-regulated learning, on the contrary, the worse the motivation to learn motivation, the worse the students' self-regulated learning.

The results showed that learning motivation with self-regulated learning of high school students. The nature of the relationship between the independent and dependent variables in this study is positive, which means that the higher the level of learning motivation possessed by students, the higher the level of self-regulated learning they do. Thus, the research hypothesis which states "There is a positive relationship between learning motivation and self-regulated learning in high school students" can be accepted. Each individual must have motivation which will be an impetus directed towards psychological and spiritual fulfillment. According to Muliani (Sidik & Sobandi, 2018:191) Student learning motivation can be influenced by five factors, namely: (1) Student ideals or aspirations accompanied by the development and growth of individual personalities which will lead to great motivation to achieve the desired goals and aspirations, (2) The ability of students in the skills of each individual will strengthen motivation, (3) the condition of students and a stable and healthy environment, student motivation will increase and their achievement will increase, (4) dynamic elements in learning an individual can adjust to the surrounding environment, where an individual will gain experience, 5) the teacher's efforts to teach students who are required to be professional and have skills in an activity or work carried out cannot be separated from the function of usefulness.

Rahman, (2021) motivation is a change in energy within (personal) a person characterized by and the emergence of feelings and reactions to achieve goals. Meanwhile, according to Kholid (in Rahman, 2021) in learning activities motivation can be said to be the overall driving force within students that gives rise to learning activities, so that the goals desired by the learning subject can be achieved. According to Sardirman (in Hero & Sani, 2018) learning motivation is the overall driving force within that is able to cause learning activities, so that the goals desired by good learning subjects can be achieved. However, to build a good learning motivation, supporting factors are needed. According to Usman (Tasrim & Elihami, 2020) motivation that comes from within the student arises as a result of the individual due to an invitation, demand, or coercion from someone else so that under these conditions he finally does something or learns.

Basically, students have various motivations in learning. According to Dimyati and Mudjiyono (Emda, 2018:177) menge=mukakan belberukan several elements that affect motivation in learning, namely: (1) Student ideals and aspirations. Ideals will strengthen student learning motivation both intrinsic and extrinsic, (2) The ability of students. A child's desire needs to be accompanied by the ability or skill in achieving it, (3) Condition of learners. The condition of students includes physical and spiritual conditions that affect learning motivation, (4) Student environmental conditions. The student's environment can be in the form of natural conditions, living environment, peer association and community life.

Each individual must have self-management (self regulated) in determining one's behavior. This behavior in self-regulated learning is an individual's effort to self-regulate, select, and utilize the environment and create an environment that supports learning activities. According to Aimah & Ifadah, (2013) Stating that self-regulation comes from the word self which means self, and the word regulation which means managed. Self-management is one of the important components in social cognitive theory developed by Albert Bandura. According to Steffens (Analisis, 2015) tated that with self-regulated learning students become proficient in regulating their own learning and can improve their learning outcomes.

According to Zumbrunn (Pratama, 2017) Stating that Self Regulated Learning is a process that helps students manage their thoughts, behaviors and emotions in order to successfully navigate their learning experience. According to Fasikha and Fatimah, (Azmi, 2016) states that self-regulated learning is a learning activity that is carried out actively in composing and determining learning goals, planning and monitoring, regulating and controlling cognition, behavioral motivation and the environment to achieve the goals that have been set. According to Cindy (Syabila & Dewi, 2018) A fairly stable emotional state is needed so that self-regulated learning can be carried out well because emotions are closely intertwined with self-regulated learning. When students are unable to control their emotions, this can interfere with the formation of knowledge about themselves and how to learn according to themselves.

According to Pintrich, (Widyantari et al., 2019) self-regulation strategies in learning in general include three kinds of strategies, namely:

1. Cognitive regulation strategies

    Cognitive regulation strategies are strategies related to information processing related to various types of cognitive and metacognitive activities that individuals use to adjust and change their cognition, ranging from the simplest memory strategies to more complex strategies. Cognitive strategies include;

rehersal, elaboration, and organization and metacognition. Motivational regulation strategies, are strategies that individuals use to cope with stress and emotions, which can generate failure efforts and to achieve success in learning.

2. Motivational Regulation Strategies

    In general, motivational regulation strategies include; thoughts, behaviors or actions that individuals take to influence their choice of effort and perseverance towards various academic tasks. Motivational regulation strategies include seven strategies, namely:

    a) Self-consequences
    b) Environmental structuring
    c) Mastery orientation
    d) Increase extrinsic motivation (extrinsic self-talk),
    e) Ability orientation (relative ability self-talk)
    f) Intrinsic motivation, and
    g) Personal relevance (relevance enhancement).

3. Behavioral Regulation Strategy

    Behavioral regulation strategies are aspects of self-regulation that involve individual efforts to control their own actions and behaviors. Behavioral regulation strategies that can be carried out by individuals in learning include; regulating effort, regulating time and study environment and seeking help.

SUMMARY

Conclusion

Based on the results of research on the Relationship between Learning Motivation and Self Regulated Learning of high school students, the following conclusions can be drawn: The learning motivation of high school students is in the high category. The learning outcomes of high school students are in the high category and there is a relationship between learning motivation and self-regulated learning of high school students in other words the accepted hypothesis reads that there is a relationship between learning motivation and self-regulated learning of high school students which is quite strong with a correlation value of 0.648.

Suggestion

For students to be able to further increase learning motivation from the good category to the very good category by increasing the ideals and aspirations of students or referring to students' beliefs about their ability to deal with the level of difficulty of the task they feel, improving the conditions of students and the environment of students to persist in facing difficulties and obstacles in achieving goals, and to increase independent learning strategies. For schools, especially counseling teachers in high schools, it can help counseling teachers provide services in the form of responsive services to increase learning motivation and self-regulated learning of high school students from high to very high. For further researchers, it can be the basis and basis for researching materials to conduct research to recognize responsive services to help students increase learning motivation and as a source of information for conducting research with further developed titles.

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