

**THE EFFECT OF LEARNING MOTIVATION AND SELF-EFFICACY ON
ENGLISH LEARNING ACHIEVEMENT**

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Abstract

This study aims to analyze the effect of learning motivation and self-efficacy on English learning achievement. It was motivated by the efforts of Al-Lughah Bogor to continue to strive to follow the development of the world of education in order to improve the quality of services, human resources and the quality of its graduates. The research object used was Al-Lughah Bogor students representing all levels of education as many as 56 students. To analyze the research data, SPSS Version 20 was used. The results showed that (1) Learning Motivation had a positive and significant effect on Student Achievement in Al-Lughah Bogor Students, (2) Self Efficacy had no significant effect on Student Achievement in Al-Lughah Bogor Students, (3)) Learning motivation and self-efficacy together have a significant effect on the learning achievement of Al-Lughah students in Bogor

Keywords: *learning motivation, self-efficacy, learning achievement.*

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi belajar dan self-efficacy terhadap prestasi belajar bahasa Inggris. Hal tersebut dilatarbelakangi oleh upaya Al-Lughah Bogor untuk terus berupaya mengikuti perkembangan dunia pendidikan guna meningkatkan mutu pelayanan, sumber daya manusia dan mutu lulusannya. Objek penelitian yang digunakan adalah siswa Al-Lughah Bogor yang mewakili seluruh jenjang pendidikan sebanyak 56 siswa. Untuk menganalisis data penelitian digunakan SPSS Versi 20. Hasil penelitian menunjukkan bahwa (1) Motivasi Belajar berpengaruh positif dan signifikan terhadap Prestasi Belajar Siswa pada Siswa Al-Lughah Bogor, (2) Self Efficacy tidak berpengaruh signifikan terhadap Prestasi Belajar Siswa pada Siswa Al-Lughah Bogor, (3)) Motivasi Belajar dan self-efficacy berpengaruh signifikan terhadap prestasi belajar siswa Al-Lughah di Bogor

Kata kunci: motivasi belajar, efikasi diri, prestasi belajar.

I. INTRODUCTION

In the current era of globalization, English is a requirement very important in all fields, both education and work, even in everyday life. Unfortunately, though English is very important but there are still many obstacles in its mastery. Especially for those whose mother tongue is not English.

This is due to English lessons at school it feels boring or passive which is one-way, namely the teacher explains, the student listens, the teacher dictates, the student takes notes, the teacher asks, the student answers and so on. This phenomenon is the basis for the emergence of various English courses throughout Indonesia. Many of the course places offer better learning methods and even they bring in a native speaker to support learning. However, these courses are usually less affordable for people with low economic levels. Not to mention the problem of time and place where they must adhere to the agreed schedule.

English as it is known is an international language that is increasingly needed everywhere, from just to meet needs educational to requirements to enter the world of business or work. Small companies to large corporations

need of personnel who master the skill of foreign language.

There are many ways you can learn English, one of which is by taking courses that are tailored to your needs. English courses or educational institutions in We can already find English, especially in the city of Bogor, the improvement in services English course is quite significant, increasing drastically and will continue to increase. Al-Lughah as one of the English language courses itself offers various kinds such as basic classes, grammar speaking classes, TOEFL preparation.

More and more students need English language course services and more English language programs are being provided. In improving the quality of teaching and teaching output, Al-Lughah himself always tries to improve his teaching methods and sees where his students lack in capturing these lessons.

From the results of interviews, motivation and self-efficacy are problems that are often used as obstacles by students. From this, this study focuses on student learning motivation and self-efficacy and its effect on student achievement.

Motivation to learn

Motivation is a psychological factor that is nonintellectual. Its unique role is in terms of

growing passion, feeling happy and enthusiastic about learning (Sardiman, 2011: 75). Learning motivation is an internal and external encouragement for students who are learning to make behavioral changes, generally with several indicators or elements that support (Hamzah B. Uno, 2013: 23).

According to Djaali (2007: 101) Motivation is a physiological and psychological condition contained in a person that encourages him to carry out certain activities in order to achieve a goal (need). Purwanto (2006: 73) motivation is a conscious effort to move, direct and maintain a person's behavior so that he is motivated to act to do something to a certain result or goal.

Based on the definition above, it can be concluded that Learning Motivation is an internal and external encouragement for students to make changes in behavior that lead to learning activities to improve their learning achievement so that educational goals are achieved as expected and set in the school curriculum. Thus learning motivation will greatly determine the level of achievement of student learning achievement.

According to Hamzah B. Uno (2013: 27-28), motivation can basically help in understanding and explaining individual beha-

avior, including learning behavior. There are several important roles of motivation in learning and learning, including:

- 1) The role of motivation in determining learning achievement.

Motivation plays a role in strengthening learning when a child who is learning is faced with a problem that requires solving, and can only be solved thanks to the help of things he has been through.

- 2) The role of motivation in clarifying learning goals

This role is related to the meaning of learning. A child will be interested in learning something, if what is learned can already be known or enjoyed by its benefits for the child.

- 3) Motivation determines learning persistence.

A child who has been motivated to learn will try to study it well and diligently, with the hope of getting good results.

Based on the description above, it can be concluded that motivation has several roles, including in determining learning achievement, in clarifying learning objectives, determining study persistence and in studying one's behavior. In addition, the purpose of motivation is to motivate the desire and willingness of students to increase learning achievement

in an effort to achieve the desired achievement or goal.

According to Syah (2013: 134) there are two kinds of Learning Motivation, namely:

- 1) Intrinsic motivation, is things and circumstances that come from within the students themselves that can encourage them to take learning actions. Included in students' intrinsic motivation is a feeling of liking the material and their need for the material, for example for the future life of the student concerned.
- 2) Extrinsic motivation, are things and circumstances that come from outside the individual student which also encourages him to carry out learning activities. Praise and gifts, school discipline rules,

According to the above opinion, Learning motivation in a person can be divided into two, namely intrinsic motivation (within individuals) and extrinsic motivation (outside individuals).

Self-efficacy

Self-efficacy indicates that self-motivation will be directly linked to self-belief or individual beliefs that enable them to complete certain tasks, achieve certain goals or learn something (Wibowo, 2014: 338). Pedrazza, et. al, (2013) explained that self-efficacy

is a belief about a person's ability to succeed in certain situations. It is an assessment of an individual's ability to carry out specific skills under certain circumstances, and thus to achieve successful results. Self-efficacy is self-assessment of one's ability to organize and carry out the actions needed to achieve the specified performance.

Self-efficacy -provides the basis for human motivation, well-being, and personal achievement. This occurs because they believe that their actions can achieve the desired results, even though they have little incentive to act or to endure adversity. Self-efficacy touches almost all aspects of human life, whether they think productively, pessimistically or optimistically, how well they motivate themselves and survive adversity, and their vulnerability to stress and depression, and the life choices they make.

High self-efficacy people believe that they have the skills needed to do a particular job, that they are capable of the effort required, and that nothing outside will prevent them from achieving the desired level of performance. Conversely, people with low self-efficacy believe that no matter how hard they try, they cannot manage their environment well enough to succeed (Wibowo, 2014: 161).

Self-efficacy emerges gradually through the experience of complex cognitive, social, language, and / or physical skills. According to Bandura, self-efficacy has three dimensions, namely magnitude, strength, and generality (Sunyoto and Burhanudin, 2015: 17).

a. Magnitude

According Ghufon and Rini (2011) this aspect is related to the level of difficulty of a task carried out if the tasks assigned to individuals are arranged according to their level of difficulty, then differences in individual self-efficacy may be limited to simple, medium or simple tasks. high difficulty level. Individuals will take actions that are felt capable of being implemented and will avoid tasks or situations that are thought to be beyond their capacity (Arifin, et al., 2014: 131).

The dimensions of magnitude can be divided into three, namely the expectation of efficacy at the level of difficulty of the task, analysis of the choice of behavior to be tried (feeling capable of doing it), and avoiding situations and behaviors that are felt to exceed one's own ability.

b. Strength

According to Ghufon and Rini (2011) this aspect is related to the level of strength or stability of a person towards their beliefs. A

low level of self-efficacy is easily swayed by experiences that weaken it, while individuals who have strong self-efficacy will persevere in improving their business, even though experiences are found to weaken it (Arifin, et al., 2014: 131). Strength is divided into two, namely surviving in his business and persistence in doing business.

c. Generality

According to Ghufon and Rini (2011) this aspect is related to the broad field of duty or behavior. Some experiences can gradually or slowly lead to mastery of expectations in specific areas of duty or behavior, while other experiences generate beliefs that cover various areas of duty (Arifin, et al., 2014: 131). Generality is also divided into two, namely expectations limited to specific areas of behavior and expectations that spread in certain areas.

Learning Achievement

To determine the achievement of educational and teaching objectives, it is necessary to undertake an effort or measure of assessment in order to provide a price or value judgment based on certain criteria. Through the assessment process, it will be known or aimed at describing the achievements of students with predetermined criteria, that is what is

called learning achievement. The act of assessment is in the form of an evaluation given to students to find out the achievements they got during the learning process.

Thus, to find out the learning achievements achieved by students held an assessment. Assessment can be done at any time during learning activities, it can also be used after the participants students complete a learning program within a certain time. So an achievement learning is the peak of the learning process, learning achievement occurs because evaluation from the teacher. In terms of achievement, the forms of learning are distinguished on; (1) learning intellectual skills, (2) learning verbal information, (3) learning regulating intellectual activities, (4) learning attitudes, and (5) learning skills motor.

Thus, the form of learning actions both in terms of process and in terms of achievement, it appears that the form of learning actions includes three aspects of learning achievement, namely cognitive aspects, affective aspects, and psychomotor aspects.

Learning achievement is a term used to indicate the level of success achieved by someone who has carried out the process learning. The learning achievements achieved by students can be used as indicators about

one's abilities, mastery of knowledge, skills, and attitudes or values that students have in activities of learning. Learning achievement is the ability that students have after receiving the learning experience. Therefore, learning achievement is the level of mastery of learners' subject matter after gaining learning experience within a certain period of time as measured by learning achievement tests.

Learning achievement can be used as an indicator or measurement tool to determine the level of ability of students in mastering subject matter materials. The outcomes learning obtained by each student are different, depending on the students' efforts to try and achieve the goals achieved and the influence of the surrounding environment.

From the explanation above, it can be stated that learning achievement has a very important ability in education, even the quality of education reflects, among other things, by students on subjects that have been studied in school. Therefore, the emphasis is on learning achievement from an activity or activity.

Learning achievement as an educational achievement obtained by students after going through the educational process for a certain period of time. As a conclusion, learning achievement is the ability that students get

after they carry out the learning process both in a particular field of study and in a school curriculum coverage by using standardized tests as a measuring tool to detect changes in the aspects of skills, behavior, and skills possessed by the student concerned.

Hypothesis

The initial hypothesis in this research is defined as follows:

- 1) There is an influence of Learning Motivation on English Learning Achievement of Al-Lughah Students in Bogor
- 2) There is an effect of Self Efficacy on Al-Lughah Students' English Learning Achievement
- 3) There is an influence of Motivation and Self Efficacy Simultaneously (Together) on the English Learning Achievement of Al-Lughah Bogor Students.

II. RESEARCH METHODS

The research was conducted at the Al_Lughah English Course Institute, Bogor. This research was conducted in March - July 2020. The type of research used is quantitative research. The number of samples used was 56 students. The sampling technique used in this study was stratified random. The research variables included a) Independent variables: self-efficacy ability, learning motivation. b)

The dependent variable: learning achievement.

The validity test includes content validity, face validity, construct validity, criterion validity.

Measuring a consistent variable must show 2 aspects of reliability: (1) internal consistency and (2) stability. The aspect of internal consistency refers to the correlation between ques-

tion items, each of which aims to measure the same composite variable. Internal consistency measured quantitatively in this study of each composite variable includes: (1) Item-Total Correlation; (2) Split-Half Reliability. Data collection in this study using a questionnaire includes variables of self-efficacy and learning motivation, while the learning achievement variable uses the Learning Test Result documentation. Data analysis: continuous data sample characteristics are described in terms of mean, standard deviation, minimum and maximum. The characteristics of a continuous sample of data are described as percent. The effect of self-efficacy and learning motivation on learning achievement was analyzed using multiple linear regression analysis models. The effect of the independent variable on the dependent variable is indicated by the regression coefficient. The significance of the regression coefficient was tested by the t test.

The statistical significance is indicated by the p value.

III. RESULTS AND DISCUSSION

Results

Normality Test.

This data normality test was carried out by analyzing graphs through the program SPSS version 20 by looking at the normal probability plot that compares the cumulative distribution of the normal distribution. If the data distribution is normal, then the line representing the actual data will follow the diagonal line. (Santosa and Ashari, 2005).

From the data distribution as in Figure 1, it can be seen that the data distribution is around the diagonal line and follows the direction of the diagonal line. That way, the data distribution is considered to fulfill the assumption of normality.

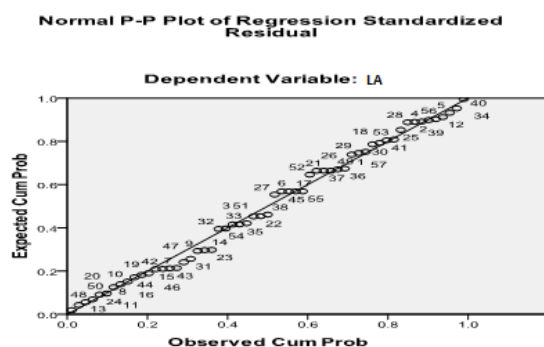


Figure 1 Graph of Normal Probability

Multicollinearity test

It is intended to determine whether there is a perfect linear relationship between the independent variables. Symptoms of multicollinearity are symptoms of correlation between independent variables. This symptom is indicated by a significant correlation between the independent variables. (Santosa and Ashari, 2005).

Multicollinearity can be detected from the value *tolerance* and *Variance Inflation Factor* (VIF). The basis referred to in taking (Ghozali, 2014) is if Tolerance value <0.10 or equal to VIF value > 10 , indicates that there is multicollinearity.

Table 1 Test of Multicollinearity

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
	B	Std. Error	Beta			
1 (Constant)	3.659	3.698		.987	.328	
LM	.728	.184	.432	3.906	.000	.613
SE	.514	.132	.424	3.836	.000	.613

a. Dependent Variable: LA

Table 2 Regression Test

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1 Regression		811.992	2	405.996	39.555
Residual		554.263	54	10.264	
Total		1366.255	56		

a. Predictors: (Constant), LM, SE

b. Dependent Variable: LA

By, based on the reference in force, it is known that:

- Value tolerance variables of learning motivation for 0613 <1 and VIF for 1,632
- Value tolerance variable self-efficacy 0613 <1 and VIF for 1632

From the comparison value The tolerance and VIF values above can be concluded that from the two independent variables in this study there is no multicollinearity.

Discussion

Based on the table above, the following is an explanation of the results of the research hypothesis test:

Hypothesis 1: Learning motivation has an influence on the learning achievement of students in Al-Lughah Bogor. Based on Table 1, it can be seen that the original sample estimate value of the Learning Motivation variable on the Learning Achievement variable is positive, which is 0.432. Then, P Values $0.000 < 0.05$ (Ghozali, 2014: 39). So that it can be said to have a significant effect. Thus, Hypothesis H1 in this study is accepted. In conclusion, Learning Motivation has a positive and significant effect on Student Achievement of Al-Lughah Bogor students.

Hypothesis 2: Self Efficacy has an influence on Student Achievement of Al-Lughah Bogor students. Based on Table 1, it can be

seen that the original sample estimate value of the Self Efficacy variable on the Learning Achievement variable is positive, namely 0.424. Then, it can be seen that P values $0.000 < 0.05$ (Ghozali, 2014). So that it can be said to have a significant effect. Thus, Hypothesis H1 in this study is accepted. In conclusion, Self Efficacy has a significant effect on Student Achievement of Al-Lughah Bogor students.

Hypothesis 3: Learning Motivation and Self Efficacy together have an influence on Student Achievement in Al-Lughah Bogor Students. Based on Table 2, it can be seen that the original sample estimate value of the Learning Motivation, Self Efficacy and School Environment variables together has a positive influence on Learning Achievement, which is a significant value of $0.000 < 0.05$ (Ghozali, 2014). So that it can be said to have a significant effect. Thus, the hypothesis H3 in this study is accepted. In conclusion, learning motivation and self-efficacy simultaneously (together) have a significant effect on the learning achievement of Al-Lughah students in Bogor.

IV. CONCLUSION

Based on the research results, here are some conclusions in this study.

- 1) Learning motivation has a positive and significant effect on Student Achievement in Al-Lughah Bogor.
- 2) Self Efficacy has no significant effect on Student Achievement in Al-Lughah Bogor.
- 3) Learning Motivation and Self Efficacy, together have a significant effect on Student Achievement in Al-Lughah Bogor Students.

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