



The Effect of Student Self-Efficacy and Learning Motivation on Student Learning Independence at SMA Negeri 7 Manado

^aDesy Suyono

Affiliation:

^aUniversitas Negeri Manado

Contact:

desysuyono@unima.ac.id

DOI:

[10.32424/seej.v7i1.15407](https://doi.org/10.32424/seej.v7i1.15407)

Article History:

Received: 19 February 2025

Revised: 22 May 2025

Accepted: 26 May 2025

Published: 27 May 2025

Abstract:

This research aims to investigate the effect of self-efficacy and learning motivation on students' learning independence at SMA Negeri 7 Manado. This research applies a quantitative research approach through research methods ex post facto. The population in this study was all class XI students at SMA Negeri 7 Manado for the 2024/2025 academic year, totaling 106 students. The sampling method applied is proportional random sampling. The data analysis techniques used by researchers are classical assumption tests such as normality tests, multicollinearity tests, and heteroscedasticity tests, as well as hypothesis tests such as multiple linear regression, t-test, F-test, and coefficient of determination. The findings reveal that both self-efficacy and learning motivation have positive and significant effects on students' learning independence, both individually and collectively. Together, these two factors contribute 59.3% to students' learning independence. These results suggest that educational stakeholders and policymakers should focus on strategies that enhance students' self-efficacy and learning motivation as part of efforts to foster greater learning independence in senior high school students.

Keywords: Self-efficacy, Learning Motivation, Learning Independence

Introduction

In the era of globalization and the rapid development of information technology, education plays a crucial role in preparing individuals to face future challenges. This responsibility is shared not only by the government but also by educators, parents, and students themselves. One key aspect of educational success is student learning independence, which refers to the ability of students to take initiative in planning, implementing, and evaluating their own learning activities. Learning independence is essential not only for academic achievement but also for the development of critical thinking, creativity, and life skills.

According to Drevdahl (in Hurlock, 2004) students who are independent learners tend to be more creative, as they are capable of generating their own ideas rather than passively receiving information from teachers. Bungsu, et al (2019) argue that students who lack learning independence tend to show a less enthusiastic attitude towards their studies, this is characterized by a lack of initiative and a tendency to rely on their peers. Learning motivation is one of the factors that influences learning independence. Learning motivation can be divided into two types: intrinsic and extrinsic motivation (Djamarah, 2018; Ryan & Deci, 2000). Intrinsic motivation relates to students' desire to learn because of personal interest and satisfaction, while extrinsic motivation relates to encouragement from external factors, such as awards or recognition. Research shows that students who have intrinsic motivation tend to be more independent in learning, because they have an internal drive to achieve their learning goals (Deci & Ryan, 2008).

Apart from learning motivation, self-efficacy also plays an important role in students' learning independence. Self-efficacy, introduced by Bandura (1997), is an individual's belief in their ability to complete tasks and achieve goals. Students who have a high level of self-efficacy tend to be more confident in facing academic challenges and are better able to overcome obstacles they may face in the learning process. Research by Schunk (1991) shows that high self-efficacy is positively related to academic achievement and learning independence. Despite the growing body of literature on these topics, research specifically exploring the interplay of self-efficacy, motivation, and learning independence within the context of specific Indonesian schools, particularly public senior high schools such as SMA Negeri 7 Manado remains limited. SMA Negeri 7 Manado is a public senior high school located in North Sulawesi, Indonesia, with a diverse student population. Based on preliminary observations and informal interviews with teachers, students at this school demonstrate varying levels of learning independence. Many students still depend heavily on peers, show reluctance to ask questions when they do not understand material, and lack confidence in expressing their ideas. Teachers have also reported low participation, limited initiative in completing assignments, and a general lack of internal motivation among students.

These issues suggest that SMA Negeri 7 Manado faces particular challenges related to student independence, motivation, and confidence, making it a relevant and meaningful setting for this study. Investigating the factors that affect learning independence in this school is not only important for improving local educational practices, but also for contributing empirical evidence to the broader academic on how psychological factors shape student learning behaviors in the Indonesian context.

A study by Zimmerman (2002) shows that students who have high motivation and self-efficacy are more likely to engage in effective learning strategies, such as setting goals, managing time, and

evaluating their learning outcomes. Thus, a better understanding of the influence of learning motivation and self-efficacy on learning independence is very important to improve the quality of education. In the context of education in Indonesia, much research has been conducted to explore the relationship between motivation, self-efficacy and learning independence. This research shows that there is a positive and significant relationship between learning motivation and student learning independence (Isnawati & Samian, 2015; Negara & Suwena, 2023; Sari et al., 2017; Septiana & Sholeh, 2021). In addition, other research finds that self-efficacy contributes significantly to students' learning independence at school (Diryatika & Armianti, 2023; Febriani, 2016; Karmila & Raudhoh, 2021; Patras et al., 2021).

Therefore, this study aims to analyze the influence of self-efficacy and learning motivation on student learning independence at SMA Negeri 7 Manado. This research seeks to fill a gap in the existing literature and offer practical insights for educators to enhance students' autonomous learning abilities.

Literature Review

1. Learning Independence

Learning independence refers to students' ability to realize their wishes and desires in a real way without depending on other people (Tasaik & Tuasikal, 2018). In this situation, students hold responsibility for making decisions related to their learning process and have the ability to implement the decisions that have been made (Ayundhaningrum & Siagian, 2017). In line with that, (Al-Fatihah, 2016) explains that learning ability is an activity of student self-awareness to want to learn without any coercion from the surrounding environment, as a form of student responsibility in facing learning difficulties. Therefore, it can be concluded that independent learning is a student's initiative and ability that arises from self-awareness in showing self-confidence to carry out tasks and overcome problems with full responsibility. A student who has independence in learning can understand his learning needs and will continue to try to meet these needs by utilizing his own intelligence and creativity so that there is increased independence in the learning process. Previous studies have highlighted that learning independence is not only essential for academic success but also contributes to the development of critical thinking and lifelong learning habits (Zimmerman, 2002; Isnawati & Samian, 2015).

2. Self-Efficacy

Self-efficacy refers to an individual's belief in his or her ability to carry out tasks and solve existing problems. Self-efficacy is an individual's belief that he or she can complete a task well (Ghufron & Suminta, 2010; Manurung et al., 2018; Soung Suk et al., 2018). So, it can be concluded that self-efficacy is a person's

positive attitude in facing every problem that arises with fighting spirit and a sense of responsibility in order to achieve the desired results.

By having self-efficacy, students will believe that they are able to complete tasks using their abilities and can organize their own learning activities, so they will not easily depend on other people (Febriani, 2016). Students who have high self-efficacy will respond to learning tasks with high enthusiasm. In contrast, students who have low self-efficacy usually avoid difficult learning tasks and see them as a burden. The indicators of self-efficacy are 1) Level, 2) The power of belief (strength), and 3) Generality (Bandura, 1997).

3. Motivation to learn

Motivation plays a vital role in fostering persistence and effort in the learning process. Students with strong motivation tend to be more enthusiastic, persistent, and willing to take on challenges (Muslih & Handayani, 2024). This was emphasized by Uno who stated that learning motivation is encouragement that arises from within and outside students who are learning, which can trigger change with the main aim of achieving success in the learning process as measured in assessments (Azeti et al., 2019). So it can be concluded that learning motivation is the drive that students have when following the learning process to meet the assessment criteria determined by the teacher in order to achieve successful learning goals. Numerous studies have found a positive relationship between learning motivation and learning independence. For instance, Sari, et al., (2017) and Septiana & Sholeh (2021) reported that students with high intrinsic motivation tend to take initiative in their learning process and maintain effort even when facing difficulties.

Research Methodology

This research applies a quantitative research approach through research methods *ex post facto*. The subjects in this research were class XI students at SMA Negeri 7 Manado for the 2024/2025 academic year. The data collection method applied in this research is through questionnaires. This research uses a closed questionnaire, where the answers have been prepared by the researcher in the form of a rating scale. The tool used in this research is a Likert Scale. The variables to be measured are broken down into variable indicators, then these indicators become the basis for formulating instrument items which can be in the form of questions or statements.

Each variable in this study was operationalized through specific indicators, which served as the basis for developing the questionnaire items in the form of statements. The variables measured in this

study include: Independent variable are Self-Efficacy (X_1) and Learning Motivation (X_2). Dependent variable is Learning Independence (Y).

This research was conducted at SMA Negeri 7 Manado, Jalan Tololiu Supit No.25, Tingkulu, Kec. Wanea, Manado City, North Sulawesi. This research was conducted in the 2024/2025 academic year from October to November 2024. The population studied in this study were all class XI students at SMA Negeri 7 Manado for the 2024/2025 academic year, totaling 106 students. To determine a sample from a population using the Taro Yamare formula thus obtaining a sample of 84 students reported (Riduwan & Akdon, 2015). The sampling method applied is proportional random sampling. This research was tested using prerequisite tests and hypothesis tests. The prerequisite tests used are the normality test, multicollinearity test and heteroscedasticity test, while for hypothesis testing the multiple linear regression test, t-test, F-test and coefficient of determination are used.

The multiple linear regression model used in this research is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon \quad (1)$$

Where:

- Y = Learning Independence
- X_1 = Self-Efficacy
- X_2 = Learning Motivation
- a = Constant (intercept)
- b_1, b_2 = Regression coefficients for each independent variable
- ε = Error term

This model is used to determine the extent to which self-efficacy and learning motivation simultaneously and partially influence learning independence among students.

Results and Discussions

Research Result

Based on descriptive analysis of data, the descriptive statistics appear in table 1 below:

Table 1. Results of Descriptive Data Analysis

Variables	N	Min	Max	Mean	SD
Self -Efficacy	84	68	111	87.69	8.010
Learning Motivation	84	80	122	97.00	9.487
Learning Independence	84	70	107	88.23	7.684
Valid N (listwise)	84				

Table 1 shows that the self-efficacy variable consists of 33 statements for 84 samples which have a minimum value of 68, a maximum of 111, a mean of 87.69, and a standard deviation of 8.010. The learning motivation variable consists of 34 statements for 84 samples which have a minimum value of 80, a maximum of 122, a mean of 97, and a standard deviation of 9.487. The learning independence variable consists of 33 statements for 84 samples with a minimum value of 70, a maximum of 107, a mean of 88.23, and a standard deviation of 7.684. The results of the descriptive test show that the standard deviation values for the three variables are below the average value, this indicates low data deviation and an even distribution of values.

Next, prerequisite analysis tests are carried out before hypothesis testing is carried out. The prerequisite tests carried out are the normality test, multicollinearity test and heteroscedasticity test. The normality test is used to determine research data distributed normally or not with a significance level of 5% where the significance value (Asymp. Sig. 2 tailed) is greater than 0.05. In this study, the normality test for the three variables was used Kolmogorov-Smirnov. The results of the normality test analysis in this study can be seen in table 2 below:

Table 2. Data Normality Test Analysis Results
One-Sample Kolmogorov-Smirnov Test

N		84
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.84295743
Most Extreme Differences	Absolute	.046
	Positive	.046
	Negative	-.045
Test Statistic		.046
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 2 above shows the results of the three variables that the significance value (Asymp. Sig. 2 tailed) is greater than 0.05 ($0.200 > 0.05$). This shows that the data in this study is normally distributed so that researchers can continue the research by applying multiple regression analysis in testing the data.

Next, the second prerequisite test was carried out, namely the multicollinearity test. The multicollinearity test in this study was used to identify whether or not there was a high relationship

between the independent variables in the multiple linear regression model. Determining the multicollinearity assumption in this research uses tolerance and VIF values, where if the tolerance value is > 0.010 and the VIF value is < 10 , then the data tested does not experience multicollinearity problems. The results of the multicollinearity test can be seen in table 3 below:

Table 3. Multicollinearity Test Results

Coefficients ^a		
Model	Collinearity Statistics	
	Tolerance	VIF
1 Self -Efficacy	.429	2.333
Learning Motivation	.429	2.333

a. Dependent Variable: Independence Learning

Table 3 above shows the calculation results where the self-efficacy tolerance factor and learning motivation are each 0.429 where the tolerance value is $0.429 > 0.1$. Then the VIF value for the two variables was respectively obtained at 2.333, where the VIF value was $2.333 < 10$. So the results obtained showed that there was no multicollinearity between the three variables in the study.

The next prerequisite test is the heteroscedasticity test. The heteroscedasticity test in this research is used to test differences in variance and residuals from one observation to another in the regression model. Good regression can occur if the data being analyzed does not experience heteroscedasticity and is homoscedastic. The heteroscedasticity test in this study uses scatterplot and test glazes. Results of the heteroscedasticity test with scatterplot can be seen in figure 1 below:

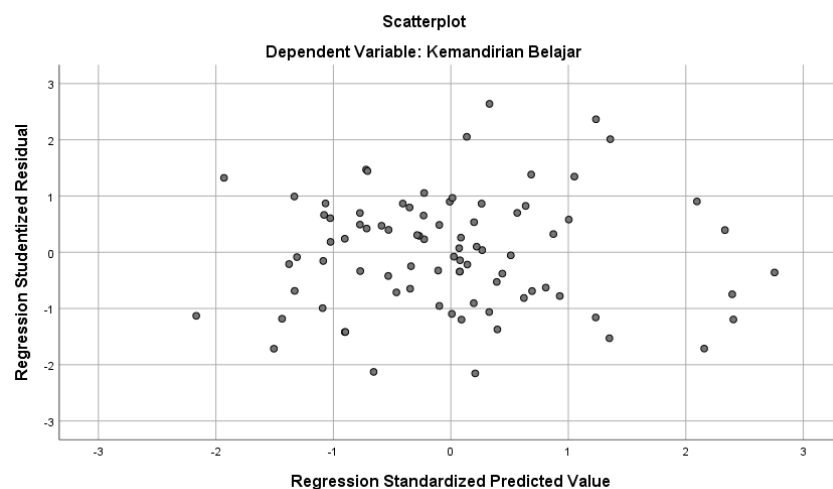


Figure 1. Heteroscedasticity Test Results

Table 4 above shows that the points are spread randomly and are spread above and below the number 0 on the Y axis, and there is no clear pattern or formation. It can be concluded that

heteroscedasticity does not occur in the regression model above. This is confirmed by the Glajser test in table 4 below:

Table 4. Heteroscedasticity Test Results

		Coefficients^a		
		Unstandardized Coefficients		
Model		B	Std. Error	Sig.
1	(Constant)	.330	3.525	.926
	Self -Efficacy	.056	.059	.348
	Learning	-.013	.050	.790
	Motivation			

a. Dependent Variable: ABS_RES

Table 4 above reveals that the significance value of self-efficacy is 0.348 and learning motivation is 0.790. The basis for making decisions regarding the sig value is if the sig value is > 0.05. So from the results obtained the self-efficacy variable shows a significance value of 0.348 > 0.05. Likewise, the learning motivation variable shows a significance value of 0.790 > 0.05. Based on the test results, it shows that there are no symptoms of heteroscedasticity.

In testing the hypothesis, multiple regression analysis is used. Multiple linear regression analysis in this research utilizes SPSS 26. to identify the influence of two independent variables, namely self-efficacy (X1) and learning motivation (X2), which influence both partially and simultaneously on the dependent variable, namely learning independence (Y). The results of the significance and t-table values are used as a guide in determining the influence between variables.

Table 5. Results of Multiple Linear Regression Test and t-test

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.118	6.128		3.446	.001
	Self -Efficacy	.356	.103	.371	3.466	.001
	Learning	.370	.087	.457	4.274	.000
	Motivation					

a. Dependent Variable: Kemandirian Belajar

The multiple linear regression equation in this research is formulated as follows:

$$Y = 21.118 + 0.356X_1 + 0.370X_2 + e$$

Based on the equation above, it can be explained as follows:

1. The constant value (a) of 21.118 indicates that if the self-efficacy and learning motivation variables are considered zero, then the learning independence variable has a value of 21.118.
2. The self-efficacy coefficient (X1) shows a value of 0.356, which means that if self-efficacy increases, learning independence will also increase by 0.356. Furthermore, it was found that the regression coefficient value also showed the impact of self-efficacy on learning independence of 35.6%.
3. The learning motivation coefficient (X2) has a value of 0.370, which means that if learning motivation increases, then learning independence will also increase by 0.370. Apart from that, it was found that the regression coefficient value also indicated the influence of learning motivation on learning independence of 37%.

The partial test or t-test is used to measure the influence of each independent variable individually on the dependent variable which is considered unchanged. Through table 5. the significance column shows the results of the t-test. The results obtained can be seen as follows.

1. It is known that value t-count of the self-efficacy variable is 3.466 so $t\text{-count} > t\text{-table}$ ($3.466 > 1.663$) with a significance value of $0.001 < \text{sig level. } 0.05$. Thus, it can be concluded that self-efficacy has a positive and significant impact on learning independence so that H_a is accepted.
2. It is known that value t-count of the learning motivation variable is 4.274 so $t\text{-count} > t\text{-table}$ ($4.274 > 1.663$) with a significance value of $0.000 < \text{sig level. } 0.05$. Thus, it can be concluded that learning motivation has a positive and significant impact on learning independence so that H_a is accepted.

The F test or hypothesis testing is simultaneously carried out to identify whether there is an influence of the independent variables on the dependent variable collectively. Testing the regression model that was built was either significant or not significant. The significance level used is 5% or 0.05. Based on the results of SPSS 26 analysis, the data obtained are as follows:

Table 6. F-Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2954.001	2	1477.000	61.456	.000 ^b
	Residual	1946.702	81	24.033		
	Total	4900.702	83			

a. Dependent Variable: Independent Learning

b. Predictors: (Constant), Learning Motivation, Self-Efficacy

Table 6 above shows that the value F_{count} amounting to 61,456 up to $F_{count} > F_{table}$ (61.456 > 3.11) with a significance value of $0.000 < \text{sig level}$. 0.05. This means that there is a simultaneous impact between the variables self-efficacy (X1) and learning motivation (X2) on student learning independence.

The final test is the coefficient of determination test. Coefficient of determination (R^2) is used to measure the percentage influence of the independent variable on the dependent variable. The percentage size of the impact of all independent variables on the dependent variable can be determined from the value of the coefficient of determination (R^2) in the regression equation displayed based on SPSS 23 calculation results as follows.

Table 7. Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 ^a	.603	.593	4.902

a. Predictors: (Constant), Learning Motivation, Self-Efficacy

In table 7. above, it is revealed that the value of the coefficient of determination (R^2) of 0.593 which can be seen from the Adjusted R Square value. It was concluded that the variables self-efficacy (X1) and learning motivation (X2) had an impact of 59.3% on the learning independence of class XI students at SMA Negeri 7 Manado, while 40.7% was influenced by other variables outside this research.

Discussion

1. The Effect of Self-Efficacy on the Learning Independence at SMA Negeri 7 Manado

The results of linear regression analysis using SPSS 26. show that the self-efficacy variable (X1) has a positive and significant effect on learning independence (Y) so that the alternative hypothesis is accepted. This is in accordance with initial studies conducted by researchers, which found that students experienced difficulties in increasing learning motivation, delaying assigned tasks, and enthusiasm for learning which was influenced by certain situations, and the lack of a regular personal study schedule could be the cause of barriers to students' self-efficacy, so that their learning independence was disrupted. Sugianto et al.'s opinion. (2020) strengthens this, by showing that students who lack independence in learning can be identified through low motivation to learn independently, lack of seriousness, lack of discipline, and lack of sense of responsibility for the tasks they do, which also indicates low student self-efficacy.

Low self-efficacy can lead to students feeling less confident in their ability to learn independently. Conversely, students with high self-efficacy are typically more resilient in the face of challenges and demonstrate stronger motivation and perseverance than those with low self-efficacy, who tend to doubt

their learning abilities and struggle more when encountering difficulties (Satici & Can, 2016). This shows that independence in learning is also influenced by students' self-confidence when facing challenges. Efforts to improve self-efficacy can be done by instilling the belief that individuals have the ability to self-regulate in the learning process to become better. Increasing self-efficacy can be achieved through intense assistance to students to encourage their enthusiasm in achieving the desired learning targets.

2. The Effect of Learning Motivation on the Learning Independence at SMA Negeri 7 Manado

The linear regression analysis results using SPSS 26 show that the learning motivation variable (X2) has a positive and significant effect on learning independence (Y), thus the alternative hypothesis is accepted. This supports the researcher's initial findings, which showed that students struggled to adapt to a full-day school schedule. As a result, they showed decreased attention during lessons, lacked discipline in completing assignments, and often relied on their peers. Low motivation can hinder students from becoming independent learners.

According to Negara & Suwena (2023) students with strong motivation are more likely to study independently at home to better understand the material. The provision of incentives or recognition in the learning process can further motivate students to complete assignments on their own. In line with this, Sugianto et al (2020) explained that students who have low learning independence can be identified by their lack of desire to learn independently, lack of perseverance and seriousness in learning, lack of discipline, and irresponsibility for the tasks given. This opinion is supported by Cobb (2003) who states that learning motivation is one of the things that contributes to learning independence. Students who have a high enthusiasm for learning tend to try to organize their learning process well so that they can achieve the desired learning targets. A previous study by Anggira, Bahri, Hasibuan, and Kartolo (2022) showed that learning independence, viewed through the lens of motivation, is significantly influenced by students' drive to learn. To foster such motivation, it is important to help students understand the value of education and the consequences of neglecting the learning process.

3. The Effect of Student Self-Efficacy and Learning Motivation on the Learning Independence at SMA Negeri 7 Manado

The F-test analysis results using SPSS 26 show that the variables self-efficacy (X1) and learning motivation (X2) together have a positive and significant effect on learning independence (Y), leading to the acceptance of the alternative hypothesis. Moreover, the coefficient of determination test shows that 59.3% of the variation in learning independence is explained by the combined effects of self-efficacy and learning motivation. Learning independence is more likely to be achieved when students have control over themselves (self-efficacy), motivation, and adequate skills and competencies. This is in line with

Cobb's opinion in Woolflock (Wahyuni, 2017) which states that internal factors in students, including psychological factors such as self-efficacy, learning motivation, attitudes, interests, self-control and study habits, have an important role. Thus, students who have high self-efficacy and learning motivation will influence and accelerate the development of their learning independence.

Similar results were found by Saputra, Hariyadi, and Sarjono (2021) who reported that both motivation and self-efficacy significantly affected students' learning independence in online learning environments. Adnyana (2023) also noted a significant relationship between self-efficacy, learning motivation, and learning independence among STABN students. Students with strong self-efficacy and motivation tend to be more persistent and confident in completing their academic tasks.

In the context of the Merdeka Curriculum, learning media plays a crucial role and is highly dependent on the teacher's ability to use it effectively. The goal is to enhance students' self-efficacy and learning motivation. According to Rahayu et al (2022), apart from its role, the curriculum also has an important function related to learning media which can be a learning resource, so that it can increase students' self-efficacy and motivation. In the Merdeka curriculum, there is also a phase class which aims to teach students about the importance of being independent in learning. This phase of class is adjusted to the student's ability level so that they can learn independently based on their individual abilities.

Conclusion

The results of this study indicate a positive and statistically significant relationship between self-efficacy and learning independence. Students with higher levels of self-efficacy tend to exhibit stronger independence in their learning activities. Conversely, students who lack confidence in their abilities may struggle to learn independently. Learning motivation also shows a positive and significant association with learning independence. When students are more motivated, they are more likely to take initiative in their learning and demonstrate greater autonomy.

Furthermore, the analysis reveals that the combination of self-efficacy and learning motivation is associated with variation in learning independence. The model explains approximately 59.3% of the variability in students' learning independence, suggesting that these two factors are important contributors to understanding how students approach learning autonomously. The remaining 40.7% of the variance may be attributed to other factors not examined in this study. These findings highlight the importance of fostering both confidence and motivation in students to support the development of learning independence.

To help students improve their self-efficacy and learning motivation, support from everyone is important. Teachers can encourage students to believe in themselves and explain why learning is important. They can help students who feel less confident or unmotivated to be more active and responsible in their studies. Students should try to be more independent, believe in their abilities, and take responsibility for their learning. Parents can support their children by encouraging good study habits and showing interest in their progress. School staff can provide programs or guidance to help students build confidence and motivation. With support from teachers, students, parents, and school staff, students can become more confident and motivated to learn on their own.

References

- Adnyana, I. M. P. (2023). Pengaruh Efikasi Diri dan Motivasi Belajar Terhadap Kemandirian Belajar (Studi Kasus Mahasiswa STABN Sriwijaya Tangerang Banten). *Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 5457–5468.
- Al-Fatihah, M. (2016). Hubungan Antara Kemandirian Belajar dengan Prestasi Belajar Pai Siswa Kelas III SDN Panularan Surakarta. *AT_TARBAWI: Jurnal Kajian Kependidikan Islam*, 1(2), 197–208.
- Anggira, S., Bahri, S., Hasibuan, A. L., & Kartolo, R. (2022). Pengaruh Motivasi dengan Kemandirian Belajar Siswa SMK 2 Nurhasanah Medan dalam Pembelajaran Daring. *Jurnal Pedagogik dan Dinamika Pendidikan*, 10(1), 35–40. <https://doi.org/10.30598/pedagogikavol10issue1year2022>
- Ayundhaningrum, Y., & Siagian, R. E. F. (2017). Pengaruh Kedisiplinan dan Kemandirian Belajar Terhadap Kemampuan Pemecahan Masalah Matematika. *Jurnal Kajian Pendidikan Matematika*, 3(1), 23–32.
- Azeti, S., Mulyadi, H., & Purnama, R. (2019). Peran Motivasi Belajar Dan Disiplin Belajar Pada Prestasi Belajar Mata Pelajaran Prakarya Dan Kewirausahaan. *Journal of Business Management Education*, 4(2), 10–17.
- Bandura, A. (1997). *Self Efficacy: The Exercis*. W.H. Freeman and Company.
- Bungsu, T. K., Vilardi, M., Akbar, P., Bernard, M., Siliwangi, I., Terusan, J. L., Sudirman, J., Tengah, C., Cimahi, K., & Barat, J. (2019). Pengaruh Kemandirian Belajar Terhadap Hasil Belajar Matematika Di SMKN 1 Cihampelas. *Journal on Education*, 1(2), 382–389.
- Cobb, R. Jr. (2003). *The Relationship Between Self-Regulated Learning and Academic Performance in Web-Based Courses* [Doctoral Dissertation]. Faculty of Virginia Polytechnic Institute and State University.
- Deci, E. L., & Ryan, R. M. (2008). Self-Determination Theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182–185. <https://doi.org/10.1037/a0012801>
- Diryatika, E., & Armiati. (2023). Pengaruh Efikasi Diri (Self Efficacy) Terhadap Kemandirian Belajar Siswa. *EcoGen: Jurnal Ecogen*, 6(1), 110–118. <https://doi.org/10.24036/jmpe.v6i1.14404>

- Djamarah, S. B. (2018). Psikologi Belajar (Edisi Revisi). Jakarta. Rineka Cipta.
- Febriani, V. (2016). Pengaruh Efikasi Diri dan Regulasi Diri Terhadap Kemandirian Belajar Siswa pada Mata Pelajaran IPS. *Basic Education: Jurnal Elektronik PGSD*, 5(24), 2355–2364.
- Ghufron, M. N., & Suminta, R. R. (2010). *Teori-Teori Psikologi* (R. Kusumaningratri, Ed.; 1st ed.). Ar-Ruzz Media.
- Hurlock, E. B. (2004). *Psikologi Perkembangan: suatu pendekatan sepanjang rentang kehidupan*. (Instiwidayanti & Soedjarwo, Trans.; 5th ed.). Erlangga.
- Isnawati, N., & Samian. (2015). Kemandirian Belajar Ditinjau Dari Kreativitas Belajar Dan Motivasi Belajar Mahasiswa. *Jurnal Pendidikan Ilmu Sosial*, 25(1), 128–144.
- Karmila, N., & Raudhoh, S. (2021). Pengaruh Efikasi Diri Terhadap Kemandirian Belajar Siswa. *Pedagonal: Jurnal Ilmiah Pendidikan*, 5(1), 36–39. <http://journal.unpak.ac.id/index.php/pedagonal>
- Kumaladewi, S., & Setyorini, D. (2022). Pengaruh Motivasi Belajar, Efikasi Diri, Dan Lingkungan Belajar Terhadap Kemandirian Belajar Siswa. *Kajian Pendidikan Akuntansi Indonesia*, 11(5), 68–81.
- Manurung, S., Hidayat, R., Patras, Y. E., & Fatmasari, R. (2018). Peningkatan Efektivitas Kerja melalui Perbaikan Pelatihan, Penjaminan Mutu, Kompetensi Akademik dan Efikasi Diri dalam Organisasi Pendidikan. *Jurnal Manajemen Pendidikan Islam*, 3(1), 69–85.
- Muslih, A., & Handayani, S. S. (2024). Pengaruh Motivasi Belajar Dan Efikasi Diri Terhadap Kemandirian Belajar Siswa SMA Negeri 1 Bekasi. *CENDIKIA: Jurnal Pendidikan dan Pengajaran*, 2(11), 191–200.
- Negara, I. G. J. P., & Suwena, K. R. (2023). Pengaruh Motivasi Belajar dan Self Efficacy Terhadap Kemandirian Belajar Siswa pada Mata Pelajaran Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur Kelas XI Akuntansi Keuangan Lembaga (AKL) di SMK Negeri 1 Negara. *Ekuitas: Jurnal Pendidikan Ekonomi*, 11(1), 34–42. <https://ejournal.undiksha.ac.id/index.php/EKU>
- Patras, Y. E., Horiah, S., Zen, D. S., & Hidayat, R. (2021). Pengaruh Efikasi Diri Terhadap Kemandirian Belajar Siswa. *Edum Journal*, 4(2), 69–75.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Saputra, R. M. A., Hariyadi, A., & Sarjono. (2021). Pengaruh Motivasi Dan Efikasi Diri Terhadap Kemandirian Belajar Sistem Daring Pada Siswa Kelas XII IPS SMA Negeri Kedungadem Bojonegoro. *Jurnal Educatio FKIP UNMA*, 7(3), 840–847. <https://doi.org/10.31949/educatio.v7i3.1268>
- Sari, A. K., Muhsin, & Rozi, F. (2017). Pengaruh Motivasi, Sarana Prasarana, Efikasi Diri, Dan Penyesuaian Diri Terhadap Kemandirian Belajar. *Economic Education Analysis Journal*, 6(3), 923–935. <http://journal.unnes.ac.id/sju/index.php/eeaj>

- Satici, S. A., & Can, G. (2016). Investigating Academic Self-efficacy of University Students in Terms of Socio-demographic Variables. *Universal Journal of Educational Research*, 4(8), 1874–1880. <https://doi.org/10.13189/ujer.2016.040817>
- Schunk, D. H. (1991). Self-Efficacy and Academic Motivation. *Educational Psychologist*, 26(3–4), 207–231. <https://doi.org/10.1080/00461520.1991.9653133>
- Septiana, W. O. A., & Sholeh, M. M. A. (2021). Pengaruh Motivasi Belajar Terhadap Kemandirian Belajar Siswa Kelas XI SMA Islam Sultan Agung 1 Semarang Pada Mata Pelajaran Fiqih Selama Masa Pandemi Covid-19. *Sultan Agung Fundamental Research Journal*, 2(1), 33–40. <https://doi.org/10.30659/safjrj.2.1.33-40>
- Soung Suk, Y., Sumardi, & Putra, K. S. (2018). HUBUNGAN ANTARA KEPEMIMPINAN VISIONER DAN EFIKASI DIRI DENGAN PRODUKTIVITAS KERJA GURU. *Jurnal Manajemen Pendidikan*, 6(2), 646–653.
- Sugianto, I., Suryandari, S., & Age, L. D. (2020). Efektivitas Model Pembelajaran Inkuiri Terhadap Kemandirian Belajar Siswa Di Rumah. *Jurnal Inovasi Penelitian*, 1(3), 159–170.
- Tasaik, H. L., & Tuasikal, P. (2018). Peran Guru Dalam Meningkatkan Kemandirian Belajar Peserta Didik Kelas V SD INPRES SAMBERPASI. *METODIK DIDAKTIK*, 14(1), 45–55.
- Wahyuni, N. S. (2017). The Relationship between Self-Efficacy and Self Discipline to the Self-Reliance of Students at SMA Bina Taruna Medan, Indonesia. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 22(9), 67–84. <https://doi.org/10.9790/0837-2209036784>
- Zimmerman, B. J. (2002). Becoming A Self-Regulated Learner: An overview. In *Theory into Practice* (Vol. 41, Issue 2, pp. 64–70). Ohio State University Press. https://doi.org/10.1207/s15430421tip4102_2