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## The Correlation Between Students' Self Efficacy, Motivation, And English Learning Outcomes

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**Abstract** The recent decade has witnessed the worse condition of Indonesian students' learning loss which commonly caused by lack of self control. In handling that, students need the confidence to enhance their self-control which has been referred in literature as self-efficacy and motivation. The research aims to measure the correlation of self-efficacy and motivation towards students' English learning outcomes. 34 students in grade 10 at MA Darul Ulum Palangka Raya were polled quantitatively using 24 self-efficacy and motivational questions. Multiple linear regressions was applied to examine the data. The finding is, both variables are positively correlated with students' English test scores ( $F=38.025$ ,  $p=0.000$ ). students' english result was correlated 67,20% by self-efficacy(x1), and motivation (x2) 3,80%, The total contribution was 71%. Other variables not under examination had an impact on the remaining 29%.

**Keywords** Self-Efficacy, Motivation, Learning Outcomes, Learning Loss, High School

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### INTRODUCTION

The recent decade has witnessing the worse condition of Indonesian students learning loss. As reported that, students learning outcomes performance in grade 10 reach 50% of minimum proficiency in 2000, and get lower into 40% in year 2014 UNICEF.<sup>1</sup> in year 2018, 70% of Indonesian students scored below minimum proficiency in reading Yarrow & Masood.<sup>2</sup> During pandemic COVID-19, the number of students learning loss get worse.

The common factor causing the learning loss is lack of self-control, Particularly during COVID-19, the teaching and learning processes couldn't be managed by the teacher face-to-face,

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<sup>1</sup> UNICEF, 'Indonesia Case Study: Situation Analysis on the Effects of and Responses to Covid-19 on the Education Sector in Asia', 2021.

<sup>2</sup> Suparwoko and Fadhil Ahmad Qamar, 'Techno-Economic Analysis of Rooftop Solar Power Plant Implementation and Policy on Mosques: An Indonesian Case Study', *Scientific Reports*, 12.1 (2022), 4823.

thus the students needed to be able to maintain self-control during the distance learning process. in addition, during adolescence, the lifetime prevalence of depressive disorders increases, from 1.1 % at age 11 into 20.7% at age 18 Tak & Leavitt & Allsop.<sup>34</sup> Adolescents often feel isolated or alienated and have a high level of self-criticism. They have difficulties in the social, emotional, and intellectual realms. Their social environment drastically alters as their connections with their parents shift significantly, love relationships develop, and classmates and friends take on significant roles as sources of support.

In handling that, they need the confidence that teenagers have in their ability to handle those obstacles which is an important component of their emotional well-being. These theory have been referred to as self-efficacy concepts in the literature. According to Bandura Self-efficacy is the amount that individuals have belief in their abilities to do a task successfully. Then, a person's beliefs have an effect on their behavior.<sup>5</sup> Unlike self-confidence or self-esteem, which are more likely to be expressed into feelings of self-worth and confidence, self-efficacy is task-specific and is more concerned with assessments of what a person can do with whatever skills they may have. Veech.<sup>6</sup>

Students' who are confident about their abilities to achieve well in school perform far better than do those who lack that confidence. Additionally, studies have looked at how academic self-efficacy affects students' academic performance across a wide range of courses. Self-efficacy and learning performance in economy subject Ermannudin Self-efficacy and learning performance in mathematics subject<sup>7</sup> Hartati & Suciati. Self-efficacy and learning performance in English subject<sup>8</sup> Fakieh. All of these studies showed positive correlation of self-efficacy and learning performance.<sup>9</sup> Besides that, Numerous study have explore the impact of Motivation and educational achievement. Moses Kopong found that intrinsic motivation giving direct affect on students

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<sup>3</sup> Yuli R Tak and others, 'The Prospective Associations between Self-Efficacy and Depressive Symptoms from Early to Middle Adolescence: A Cross-Lagged Model', *Journal of Youth and Adolescence*, 46 (2017), 744–56.

<sup>4</sup> Chelom E Leavitt and others, 'Associations of Mindfulness with Adolescent Outcomes and Sexuality', *Journal of Adolescence*, 81 (2020), 73–86.

<sup>5</sup> Ti Hsu and Liang Cheng Huang, 'Developing an Internet Self-Efficacy Scale of 2006 (ISE06)' (presented at the E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Association for the Advancement of Computing in Education (AACE), 2006), pp. 2000–2008.

<sup>6</sup> David Veech, *Leadersights: Creating Great Leaders Who Create Great Workplaces* (CRC Press, 2017).

<sup>7</sup> Ermannudin Ermannudin, 'Pengaruh Efikasi Diri Terhadap Prestasi Belajar Siswa Kelas XI IPS Pada Mata Pelajaran Ekonomi Di SMAN 7 Kerinci', *Jurnal Ilmiah Dikdaya*, 11.2 (2021), 201–14.

<sup>8</sup> Iis Hartati, Indah Suciati, and Dewi Sri Wahyuni, 'Pengaruh Efikasi Diri Terhadap Hasil Belajar Matematika Meta Analisis', *Guru Tua: Jurnal Pendidikan Dan Pembelajaran*, 4.2 (2021), 49–56.

<sup>9</sup> Fakieh Alrabai, 'The Association between Self-Efficacy of Saudi Learners and Their EFL Academic Performance', *Theory and Practice in Language Studies*, 8.10 (2018), 1351–60.

learning behavior.<sup>10</sup> both intrinsic and extrinsic motivation also affect the learning achievement of the students of the biology education department. Wu, Li, Zheng, & Guo found that effect of intrinsic motivation on academic performance of medical students which larger than the extrinsic motivation.<sup>11</sup> In the Liu et al studies show that children with high levels of intrinsic motivation do worse academically when extrinsic motivation is present.<sup>12</sup> However, extrinsic motivation aided individuals with poor intrinsic motivation in improving their academic performance. Additionally, no discernible motivational variations in learning outcomes depending on self-efficacy were discovered.

With the rampant of the learning loss, people need to acquiring the way out of this issue. From the previous study explained above shows some studies of correlation between self-efficacy and learning outcomes on many subject, Motivation and Learning outcomes, Nonetheless, studies on self-efficacy, Motivation, and academic results are relatively few. Thus The purpose of this study is to identify the Correlation Between Students' Self Efficacy, Motivation, and English Learning Outcomes.

## **METHOD**

This study is categorized as a quantitative approach with a correlation design in considering its objective and the nature of the issue. Correlational analysis is a technique for putting to the test theories on the links between variables. Creswell & David.<sup>13</sup>

The researcher obtained the data from tenth grade students of MA Darul Ulum of Palangka Raya as the population. There are 111 students in total. To choose the students who would participate in this analysis, a random sample procedure with proportionate allocation was used. The G\*power sample calculator is used by the researcher to determine the minimal sample size. There was a 0.5 p H1 association. The error probability is set to 0.05. It uses a power of (1- err prob) of 0.80. and there was no association (p H0). 34 students are the result of the computation for the suggested minimum sample size.

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<sup>10</sup> Moses Kopong Tokan and Mbing Maria Imakulata, 'The Effect of Motivation and Learning Behaviour on Student Achievement', *South African Journal of Education*, 39.1 (2019).

<sup>11</sup> Yuan Liu and others, 'Multiplicative Effect of Intrinsic and Extrinsic Motivation on Academic Performance: A Longitudinal Study of Chinese Students', *Journal of Personality*, 88.3 (2020), 584–95 <<https://doi.org/10.1111/jopy.12512>>.

<sup>12</sup> Yuan Liu and others, 'Multiplicative Effect of Intrinsic and Extrinsic Motivation on Academic Performance: A Longitudinal Study of Chinese Students', *Journal of Personality*, 88.3 (2020), 584–95.

<sup>13</sup> Elizabeth J Halcomb and Louise Hickman, 'Mixed Methods Research', 2015.

To gather information on the students' self-efficacy and Motivation in learning outcomes, there is 24 questionnaires adapt from kyaruzi<sup>14</sup> Renzhong Peng & Rongrong Fu<sup>15</sup> and Law & Shuang.<sup>16</sup> The 24 questionnaires divided into 12 items of self-efficacy which consisted Mastery Experience (ME), Vicarious Experience(VE), Social Persuasions(SP), and Physiological State(PS). And 10 items of motivation consist intrinsic and extrinsic motivation. Five likert scales is used to scale the scores. To measure the result the researcher choose final exam score to indicate learning outcomes.

normality, linearity, multicollinearity, and heterocedasticity, was assured before testing the hyphoteses with linear regression analysis.

## FINDINGS AND DISCUSSION

**Table 1**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.843 <sup>a</sup>	.710	.692	2.554	.710	38.025	2	31	.000

The table above showed the R square value which indicated how well it suited the data (84,30%) and an R-square shows how much independents variables contributed the English result. It showed that the independents variables gave 69.20 % on the students' English result. and the relationship of both variables was statistically significant (F= 38.025, the p value was 0.00), which was also explained more in the table below.

<sup>14</sup> Florence Kyaruzi, 'Impact of Gender on Sources of Students' Self-Efficacy in Mathematics in Tanzanian Secondary Schools', *International Journal of School & Educational Psychology*, 11.1 (2023), 72–85.

<sup>15</sup> Renzhong Peng and Rongrong Fu, 'The Effect of Chinese EFL Students' Learning Motivation on Learning Outcomes within a Blended Learning Environment', *Australasian Journal of Educational Technology*, 37.6 (2021), 61–74.

<sup>16</sup> Kris MY Law, Shuang Geng, and Tongmao Li, 'Student Enrollment, Motivation and Learning Performance in a Blended Learning Environment: The Mediating Effects of Social, Teaching, and Cognitive Presence', *Computers & Education*, 136 (2019), 1–12.

**Table 2**  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	495.940	2	247.970	38.025	.000 <sup>b</sup>
	Residual	202.158	31	6.521		
	Total	698.098	33			

The significant relationship between each variables with the students' English results are explained below:

**Table 3**  
**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t
(constant)	13.757	6.301		2.183
self- efficacy	568	.066	.852	8.622
motivation	125	.041	.302	3.061

- a. Self-Efficacy (x1) correlation on the students' English learning outcomes.

The results showed that the Self-Efficacy t value was above the t table ( $8.622 > 2.032$ ) and that the p-value was 0.05 (0.0000.05). Self-efficacy measure showed a positive association with the students' learning outcomes at the significant level of 0.5%.

- b. motivation (x2) correlation to students' English learning outcomes.

The results showed that Motivation's t value ( $3.061 > 2.032$ ) and p-value (0.05) (0.0050.05) were higher compared to the t table. It shows that the motivation measure showed a positive correlation with the students' English result at the significant level of 0.5%.

**Table 4**  
**Predictor contribution**

variable	regression coefficient	coefficient correlation	R square	contribution of each variable
mastery experience	0,233	0,360	71	8,4
vicarious experience	0,101	0,408		4,1
social persuasions	0,601	0,540		32,5
Psychological state	0,600	0,396		23,8
intrinsic motivation	0,103	0,205		2,1
extrinsic motivation	0,220	0,005		0,1

On the table above it shown that social persuasions is the the most predictors factor that have positive correlation to students' english result (32%), follows by pysiological state (23,8%), mastery experience (8,4%), vicarious experience (4,1%), intrinsic motivation (2,1%), extrinsic motivation (0,1%). With the total contribution 71%.

**Table 4**  
**Model summary**

Variable	regression coefficient	coefficient correlation	R square	contribution of each variable
self efficacy	0,852	0,789	71	67,20%
motivation	0,302	0,126		3,80%

To analyse the correlation between two independent variables and the students' English result, a regression analysis was conducted. Self-efficacy was identified as the most significant

predictor of students' English result in the table above. The results indicated that self-efficacy contributed 67,20% and motivation 3,80% to the students' English result. thus, it was determined that self-efficacy was the most variable gave contribution on students' learning outcomes. The total contribution of both independents variables was 71%. The remaining 29% are influenced by others factors.

## CONCLUSION

The study examined the correlation of self-efficacy and motivation on students' English learning outcomes in MA Darul Ulum Palangka Raya. The dimensions of self-efficacy used were mastery experience, vicarious experience, social persuasion, and psychological state and The dimensions of motivation employed were intrinsic and extrinsic motivation. The findings shows positive correlation between variables. The association between self-efficacy, motivation and English result has ( F-value 38.025, and p-value of (p 0.000). the result of students' outcomes are determine by self-efficacy and motivation as follows: mastery experience(8,4%), vicarious experience (4,1%), social persuasions (32,5%), psychological state (23,8%), intrinsic motivation (2,1%), extrinsic motivation (0,1%).

This result may be taken into consideration when determining the areas of strength and weakness of MA Darul Ulum Palangka Raya students. The results of this study may also be useful to teachers in developing future teaching and learning strategies. Even if the results added additional understanding, the study had certain limitations. There were two limitations on this research. Firstly, there were only 34 high school students in the sample, which was quite small. When applying the conclusion broadly, this limitation must be taken into consideration. Therefore, it was advised that the next researcher use a larger sample size. Secondly, self-efficacy and motivation obtained (71%) of the research's focus within the psychological perspective, as follows: self-efficacy (67.20%) and motivation (3.80%). Other variables not under examination had an impact on the remaining 29%. Future researchers should be aware that there may be more variables influencing student learning results that might be gender, facilities , cultural differences among students, alternative study models with deeper insights.

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