

**CORRELATION AMONG SELF-EFFICACY, SELF-REGULATION, AND
STUDENT LEARNING MOTIVATION IN THE ENGLISH DEPARTMENT
OF THE STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2024/2025**

A THESIS



BY:

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NIM 2010203037

**STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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A THESIS

Submitted to
the State Islamic Institute of Kerinci
as a Partial Fulfilment of the
Requirements for Completing the
Undergraduate (Strata One) Degree in
the English Education Program



BY:

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**STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
ACADEMIC YEAR 2024/2025**

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Sungai Penuh, July 2025
To:
The Rector of IAIN Kerinci
In-
Sungai Penuh

OFFICIAL NOTE

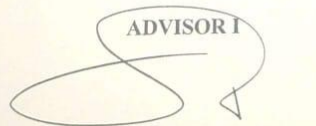
Assalamu 'alaikum Warahmatullahi Wabarakatuh,

After guiding, analyzing, briefing, and correcting the thesis of Kelvin Rahmat Fajri (Student Number: 2010203037) entitled "*Correlation Among Self-Efficacy, Self-Regulation, And Student Learning Motivation at the English Department of the State Islamic Institute of Kerinci, Academic Year 2024/2025*", we are of the opinion that the thesis has met the qualifications as ~~on~~ partial fulfilment of the requirements for the undergraduate degree in the English Education Program, Faculty of Education and Teacher Training, at the State Islamic Institute of Kerinci.

Thus, we hereby submit the thesis to the faculty for the immediate administrative process for the final examination.

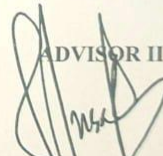
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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that the thesis entitled "Correlation Among Self-Efficacy, Self-Regulation, And Student Learning Motivation At English Department At State Islamic Institute of Kerinci Academic Year 2024/2025" is the researcher's own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, nor material which to a substantial extent has been accepted for the award of any other educational intuitions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at the State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception, or in style, presentation, and linguistic expression, has been acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis, entitled "Correlation Among Self-Efficacy, Self-Regulation, And Student Learning Motivation in the English Department of the State Islamic Institute of Kerinci Academic Year 2024/2025" by Kelvin Rahmat (Student Number: 2010203037) has been examined in the viva voce held by the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci on 28 October 2025. This thesis is submitted as a partial fulfillment of the requirements for the undergraduate degree in the English Education Program, the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

Dedication

With the accompaniment of prayers and my immense gratitude, I dedicate this thesis to:

- ❖ My beloved parents Father Dedi Sasrial and mother Heni Susanti who have supported my education until now, who always give me enthusiasm, may Allah SWT give health to mother and father (Aamiin)
- ❖ My beloved siblings, Davin Hendi Sasrial, Raffa Fajar Ramadhan for providing your support and advice so far, may Allah SWT repay your kindness.
- ❖ Friends English department class of 2020 who have struggled together in joy and sorrow in completing this study.

MOTTO

مِنْ أَمْرِ اللَّهِ إِنْ أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ

وَالِ ۝

"Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah wills harm for a people, there is no turning it back and there is no protector for them other than Him." (Ar-Ra'd: 11)

ABSTRAK

Kelvin Rahmat Fajri : **Hubungan antara Efikasi Diri, Regulasi Diri, dan Motivasi Belajar Mahasiswa pada Jurusan Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Kerinci Tahun Akademik 2024/2025**

Dosen Pembimbing : **1. Dr. Daflizar, S.Pd, MA**
2. Musdizal, M.Pd

Kata Kunci : **Efikasi Diri, Regulasi Diri, Motivasi Belajar**

Penelitian ini bertujuan untuk mengetahui hubungan antara efikasi diri dan motivasi belajar, hubungan antara regulasi diri dan motivasi belajar dan hubungan simultan antara efikasi diri dan regulasi diri dengan motivasi belajar mahasiswa. Penelitian ini menggunakan metode kuantitatif deskriptif dengan desain korelasional. Populasi dalam penelitian ini adalah 106 mahasiswa Program Studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Kerinci, dengan teknik pengambilan sampel total (total sampling). Data dikumpulkan melalui angket yang diadaptasi untuk mengukur efikasi diri, regulasi diri, dan motivasi belajar, kemudian dianalisis dengan teknik statistik korelasi Pearson Product Moment, regresi berganda, dan analisis deskriptif. Hasil penelitian menunjukkan bahwa terdapat hubungan positif dan signifikan antara efikasi diri dan motivasi belajar ($r = 0,640$, $\text{Sig.} = 0,000 < 0,05$), serta antara regulasi diri dan motivasi belajar ($r = 0,655$, $\text{Sig.} = 0,000 < 0,05$). Selain itu, analisis regresi berganda menunjukkan bahwa efikasi diri dan regulasi diri secara simultan memiliki pengaruh signifikan terhadap motivasi belajar, dengan nilai F sebesar 52,772 ($\text{Sig.} = 0,000 < 0,05$) dan koefisien determinasi (R^2) sebesar 0,506. Ini menunjukkan bahwa 50,6% variansi motivasi belajar mahasiswa dapat dijelaskan oleh kombinasi efikasi diri dan regulasi diri. Kedua faktor tersebut berperan penting dalam meningkatkan motivasi belajar mahasiswa dalam pembelajaran Bahasa Inggris.

ABSTRACT

Kelvin Rahmat Fajri : Correlation Among Self-Efficacy, Self-Regulation, And Student Learning Motivation At English Department At State Islamic Institute of Kerinci Academic Year 2024/2025

Advisors : Dr. Daflizar, S.Pd, MA

Keywords : Self-Efficacy, Self-Regulation, Learning Motivation

This study aimed to examine the correlation between self-efficacy and motivation, between self-regulation and learning motivation, and the simultaneous correlation between self-efficacy and self-regulation with students' learning motivation. This research employed a descriptive quantitative method with a correlational design. The population consisted of 106 students from the English Education Department at the State Islamic Institute (IAIN) of Kerinci, using a total sampling technique. Data were collected through adapted questionnaires measuring self-efficacy, self-regulation, and learning motivation, and analyzed using Pearson Product Moment correlation, multiple regression, and descriptive statistical analysis. The results of the study indicated that there is a positive and significant correlation between self-efficacy and learning motivation ($r = 0,640$, $\text{Sig.} = 0.000 < 0.05$), as well as between self-regulation and learning motivation ($r = 0.655$, $\text{Sig.} = 0.000 < 0.05$). Furthermore, the multiple regression analysis showed that self-efficacy and self-regulation simultaneously have a significant influence on learning motivation, with an F-value of 52.772 ($\text{Sig.} = 0.000 < 0.05$) and a coefficient of determination (R^2) of 0.506. This indicates that 50.6% of the variance in students' learning motivation can be explained by the combination of self-efficacy and self-regulation. These two factors play an important role in enhancing students' learning motivation in English language learning.

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الْحَمْدُ لِلَّهِ الْمَلِكِ الْحَقِّ الْمُبِينِ، الَّذِي حَبَّأَنَا بِالْإِيمَانِ وَالْيَقِينِ. اَللَّهُمَّ صَلِّ عَلَى سَيِّدِنَا مُحَمَّدٍ، خَاتَمِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، وَعَلَى آلِهِ الطَّيِّبِينَ، وَأَصْحَابِهِ الْأَخْيَارِ أَجْمَعِينَ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ. أَمَّا بَعْدُ

Praise be to Allah SWT, who has bestowed His grace, so that the author can complete the preparation of this thesis. Shalawat and greetings may always be bestowed on the great Prophet Muhammad Saw, who has struggled to fight for Islam, so that at the present time we can feel how sweet and beautiful faith and Islam are.

This thesis is compiled with the aim of completing one of the requirements for obtaining a Bachelor of Education (S.Pd) degree in the Islamic Education Counseling Guidance Department, Faculty of Tarbiyah and Teacher Training Sciences, as a manifestation and the end of the author's struggle in completing the S.1 at State Institute Islamic of Kerinci.

In writing this thesis, the author has experienced many obstacles, but all of these obstacles can be overcome thanks to the guidance, direction and assistance of various parties. Therefore, the author expresses his gratitude and highest appreciation, especially to the honorable:

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Sungai Penuh, Juni 2025
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CHAPTER I

INTRODUCTION

A. Background of Problem

Learning is an activity that can enhance one's abilities and talents, enabling them to be utilized to their fullest potential. Learning can occur in both formal and non-formal environments. Formal learning can be obtained through learning from classroom activities at school. The education taken by each individual aims to enable them to compete in this modern era. The government of Indonesia itself has made various efforts to provide a decent education for all children in Indonesia. One of the government's efforts is to issue regulations governing the course of education and the government as an executor and supervisor of Education contained in the national education system (Balqis et al., 2022).

According to Sembiring et al., (2017). Students are not only equipped with theoretical knowledge but also with competencies and skills such as self-efficacy and self-regulation. With both self-efficacy and self-regulation, students can enhance their motivation to learn. Students have the motivation to learn to do learning activities well so that the learning goals that have been set can be achieved. Motivation has an important position in achieving the learning goals that have been set (Kholifatun, 2022)

Learning motivation is very important in the process of improving academic achievement, as learning motivation is one of the main factors that explain a person's enthusiasm for learning. According to Darmiany (2014),

learning motivation consists of extrinsic motivation, which refers to motivation that comes from outside the individual. This type of motivation often involves external rewards, such as money, grades, praise, or the avoidance of negative consequences. Intrinsic motivation refers to the drive to engage in an activity for its own sake, rooted in internal satisfaction and personal interest. This type of motivation arises from within a person and is characterized by finding pleasure in the activity itself, such as reading for the joy of creativity.

According to Arta Gunawan (2022), there is a significant effect of self-efficacy on student learning motivation at Kawo University. It is known that the effect of self-efficacy on learning motivation can be influenced by high self-efficacy on a task, which not only increases a person's persistence in doing the task but also increases their ability to overcome stressful conditions and restore their motivation after experiencing failure in learning.

According to Ifadah (2022), self-regulation also affects student learning motivation because the self-motivation that students have in learning is more determined by a sense of self-confidence and self-confidence in their ability to determine success in learning. Self-regulated students have a more comfortable level of learning, especially related to the learning strategies they apply, where they tend to be more comfortable to learn together in conducting discussions. The level of comfort and confidence continues to stimulate them to carry out learning activities actively and independently. According to Prihartini (2022), students who have self-regulation are able to control their

own actions. Conversely, individuals who lack self-regulation will have difficulty controlling their actions in life.

The explanation above, supported by research from Darmiany (2014), found that the level of self-efficacy significantly impacts the increase in self-regulation. Meanwhile, learning motivation is influenced by factors such as internal factors, external factors, and learning approach factors. This suggests that there are other factors that can affect Self-efficacy, is self-discipline or self-will.

Self-regulation is a process in which a learner activates and sustains cognition, behavior, and feelings that are systematically oriented towards achieving a goal. When the goal is in the aspect of education, then the focus of attention is to learn and get satisfactory grades. According to Sari (2015), the indicators of Self-Regulation consist of setting standards and goals, self-observation, self-evaluation, self-reaction, and self-reflection.

Based on observations of students majoring in English at the Kerinci State Islamic Institute, low student self-efficacy can negatively impact the learning process, such as causing laziness in studying, anxiety when completing assignments, and a tendency to give up quickly when facing difficulties. On the other hand, low self-regulation can lead to frustration due to the pressure of college assignments, and in some cases, it may even prompt students to consider transferring to another department. Overall, this condition affects learning motivation, making the teaching and learning process less conducive, as evidenced by students' noisy behavior, lack of

focus, and frequent in-and-out movement in the classroom without a clear reason.

The explanation above is consistent with the research conducted by Agustika (2022). The study's results indicate that the self-regulation variable has an effect on learning motivation. Self-regulation in learning is defined as the ability to control one's own behavior in order to achieve learning goals. Students with good self-regulation will be able to set goals in their learning process. Self-efficacy generates confidence in students about their abilities. This self-belief can foster a strong desire to motivate themselves to engage in learning activities. High self-efficacy leads to greater confidence in making efforts to achieve good learning outcomes.

Based on the explanation above, the author is interested in studying the phenomenon with the title **"Correlation Among Self-Efficacy, Self-Regulation and Student Learning Motivation at English Department at State Islamic Institute of Kerinci Academic Year 2024/2025"**

B. Identification of Problems

1. Low self-efficacy negatively impacts learning, leading to laziness, anxiety, and a tendency to give up easily while studying.
2. Learning motivation is reflected in students' behavior, such as being noisy, lacking focus, and frequently leaving and entering the classroom without a clear reason.
3. Low self-regulation causes frustration due to the pressure of college assignments, even prompting students to switch majors

C. Limitation Of The Problem

Based on the existing problems, the researcher conducted research focusing on self-efficacy, Self-Regulation, and motivation to learn, at the students majoring in English at the state Islamic Institute of Kerinci

D. Research Questions

Related to the problem mentioned above, the research formulates the problem as follows:

1. What are students' self-efficacy, self-regulation, and motivation in learning English in the English Department of State Islamic Institute of Kerinci?
2. Is there any correlation between students' self-efficacy and their learning motivation?
3. Is there any correlation between students' self-regulation and their learning motivation?
4. Is there any correlation between students' Self-Efficacy and Self-Regulation and their learning motivation?

E. Purposes of The Research

Based on the problem formulation, the research objectives are as follows

1. To describe students' self-efficacy, self-regulation, and motivation in learning English in the English Department of State Islamic Institute of Kerinci
2. To examine if there is any correlation between students' self-efficacy and their learning motivation

3. To examine if there is any correlation between students' self-regulation and their learning motivation
4. To examine if there is any correlation between students' Self-Efficacy and Self-Regulation and their learning motivation

F. Significances of Research

The benefits of this research are as follows:

1. Theoretical Benefits

- a. For the wider community, it can provide information about the effect of self-efficacy on motivation in learning English.
- b. For further researchers, it can add to the repertoire of science as a result of direct observation to understand the influence of Self-Efficacy and Self-Regulation of English Learning Achievement.

2. Practical Benefits

- a. For students and the IAIN Kerinci, it can be used as a reference for future researchers and terms of reference on similar issues, and add to the list of thesis libraries in the IAIN Kerinci library.
- b. To complete one of the requirements for obtaining a Bachelor's degree in Education (S.Pd) at the state Islamic Institute Kerinci.

G. Definitions of Key Terms

1. Self-efficacy

Self-efficacy is a self-assessment of whether one can do a good action, fast or wrong, or cannot not do as required. Aspects of self-measurement in students who have self-efficacy are the Magnitude, in

which a student seeks to perform the task of being able to avoid situations and behaviors that are perceived beyond their limits. Strong students can overcome self-doubt, but they will be easily shaken by experiences that do not support. Generally, students feel confident in their abilities and do not depend on others (Syamsinar, 2020).

2. Self-Regulation

Self-regulation is a process by which a learner activates and sustains cognition, behavior, and feelings that are systematically oriented towards achieving a goal. When the goal is in the aspect of education, then the focus of attention is to learn and get satisfactory grades. The process of Self-Regulation is when a person can regulate their actions, evaluating their success when reaching the target of a learning that teaches individuals to be able to regulate themselves. Learning that is included in it is a setting that includes the process of thinking and will be raised into a directed and regular behavior (Ahmad, 2015).

3. Learning Motivation

Motivation is an impulse both from within and outside the individual that moves the individual to direct and channel behavior, attitudes, and behaviors, so that individuals are encouraged to act to do something so that they can achieve certain goals according to their needs. While learning motivation is the overall driving force within the student, it gives rise to learning activities that ensure the continuity of learning activities and that provide direction to learning activities. (Dahar, 2015).

H. Hypothesis

Hypothesis will be a temporary answer to the formulation of the research problem that will be expressed in the form of questions. The hypotheses in this research will be as follows:

- H₀₁ There Is a correlation between self-efficacy and learning motivation in students majoring in English at the State Islamic Institute of Kerinci.
- H₀₂ There is no correlation between self-efficacy and learning motivation in students majoring in English at the state Islamic Institute of Kerinci.
- Ha₂ There is a correlation between self-regulation and learning motivation in students majoring in English at the State Islamic Institute of Kerinci
- H_{O2} There is no correlation between self-regulation and learning motivation in students majoring in English at the Islamic Institute of Kerinci.
- H_{a3} There is a correlation between self-efficacy, self-regulation, and learning motivation in students majoring in English at the State Islamic Institute of Kerinci.
- H₀₃ There is no correlation between self-efficacy, self-regulation, and learning motivation in students majoring in English at the state Islamic Institute of Kerinci.

CHAPTER II

REVIEW RELATED LITERATURE

A. Review of Related Theories

1. Self-efficacy

a. Definitions Self-efficacy

Self-efficacy is the perception of how well you function in a given situation. Self-efficacy is related to the belief that you have the ability to perform the expected action. Self-efficacy is a self-assessment of whether it can do good or bad actions, right or wrong, can or can not do according to what is required (Kristiani, 2016). According to Nurfarhanah (2014), suggests that self-efficacy is people's beliefs about their ability to produce a level of performance and master situations that affect their lives, then self-efficacy will also determine how people feel, think, motivate themselves, and behave.

Self-efficacy reflects an individual's beliefs as they perform a specific task. High self-efficacy encourages a person to be more eager to achieve optimal results in improving their performance. In general, self-efficacy is a person's assessment of himself or herself or the level of confidence regarding how much the level of his ability to do a task to achieve certain results (Nurlaila, 2015).

It can be interpreted that self-efficacy largely determines how much effort is expended and how the individual survives in the face of obstacles; the stronger the perception of self, the more diligent the

individual's efforts. When faced with difficulties, individuals have doubts about their abilities and reduce their efforts, while those with a strong sense of self-efficacy use greater effort to overcome challenges.

b. Indicators of Self-efficacy

According to Dokic et al., (2021), the indicators of self-efficacy are as follows:

1) General Self- Competence

General Personal Competence refers to the abilities and skills that a person has that are basic and universal, which can be applied in various fields or situations such as being able to communicate well, both orally and in writing. An example of a student with self-efficacy is one who feels confident in their ability to complete assignments, exams, and other academic programs successfully.

2) Communication With The Lecturer

Referring to the interaction process between students and lecturers or instructors. This can include questions about the subject matter, clarifications of assignments, or discussions on academic topics. An example student feels confident to ask questions or seek clarification directly from the lecturer if they do not understand the material being taught.

3) Attendance In Lectures

Reflecting a student's participation and commitment to the learning process. This attendance is typically recorded by the

lecturer to ensure that students engage with the material being taught, interact with their classmates, and gain a better understanding of the topics discussed. An example students plan to attend all lectures by creating a disciplined study schedule while not neglecting rest time.

The reason the researcher uses 3 indicators from Dokic (2021) is because these indicators align with self-efficacy and self-regulation in students' learning motivation at the English Department of the State Islamic Institute of Kerinci for the academic year 2024/2025.

c. Processes Self-efficacy

The processes of self-efficacy (Rosmalia, 2016) are as follows:

1) Cognitive processes

In carrying out academic tasks, individuals establish behavioral goals and objectives so that they can formulate appropriate actions to achieve these goals. Personal goal setting is influenced by an individual's assessment of their cognitive abilities. Cognitive function allows the individual to predict future events.

The assumption arising in this cognitive aspect is that the more effective an individual's ability to analyze and express personal ideas, the better they can act to achieve their goals. This enables the individual to develop a way of controlling the events that affect their life.

2) Motivation process

The motivation of the individual arises through optimistic thoughts from within themselves to realize the expected goals. The individual tries to motivate himself by setting a belief in the action to be performed, planning the action to be performed, and planning the action to be realized. Self-efficacy can affect whether individuals with high self-efficacy rate their failure due to lack of effort, while individuals with low self-efficacy rate failure due to lack of ability.

Affection is a brief state of intense emotional tension, marked by strong feelings, physical symptoms, loss of control, and reduced reasoning. It naturally shapes the intensity of emotional experiences.

3) Selection process

The selection process is concerned with the individual's ability to select the right behavior and environment, so as to achieve the expected goals. The inability of individuals to conduct behavioral selection makes them not confident, confused, and easily give up when faced with problems or difficult situations. Self-efficacy can shape an individual's life through the choice of activity type and environment. The individual will be able to perform challenging activities and choose situations that mamapu is believed to handle. The individual will maintain competencies, interests, and r correlations over the specified choice.

d. Factors affecting self-efficacy

Factors that influence self-efficacy (Sembiring et al., 2017) are as follows:

- 1) The nature of the task facing the individual, in this case, includes the level of difficulty of the task at hand. The fewer types of tasks performed and the relatively easier tasks, the greater the tendency of individuals to judge low ability so as to decrease self-efficacy.
- 2) Intensive internal (reward) that individuals receive from others. The greater the initiative that a person has in carrying out a task, the higher the degree of efficiency.
- 3) Status or role of the individual in the environment, a person who has a higher status in the environment or group will have a greater degree of control as well, resulting in higher self-efficacy.
- 4) Information about self-ability, information conveyed by others directly that someone has a higher ability, can increase a person's self-confidence so that they will do a task as well as possible. However, if someone gets low-quality information, it will decrease self-efficacy, so that the performance displayed is low.

2. Self-Regulation

a. Understanding Self-Regulation

According to Kristiyani (2016), self-regulation in English means self-regulation. "Regulation" itself refers to rules, so when combined with "self," it conveys the meaning of regulating oneself. Self-

regulation can be defined as the ability to direct one's behavior to achieve goals and allows a person to delay gratification in the short term to attain desired outcomes in the future.

Self-regulation is the attempt to regulate oneself in activities by engaging in metacognition, motivation, and active behavior. Self-regulation is described as the process of behavior that is used to make adjustments to one's efforts. Adjustments are needed to determine the stages of goal achievement (Yasdar & Mulyadi, 2018).

Self-regulation is the ability to regulate behavior and carry out such behavior as a strategy that affects one's performance to achieve goals or achievements as evidence of improvement. Self-regulation involves managing thoughts, feelings, and actions to achieve personal goals. It includes monitoring, evaluating, and adjusting cognitive and behavioral processes, along with determining consequences for successes and failures (Kristiyani, 2016).

Self-regulation is an individual's attempt to self-regulate in an activity by engaging in metacognition, motivation, and active behavior. Self-regulation can be described as a behavioral process that is used to make adjustments in one's efforts. Adjustment is necessary because it determines the stages to achieve the set goals (Yasdar & Mulyadi, 2018).

It can be understood that an ability that humans have in the form of the ability to think in their environment, so that environmental

changes occur due to these activities. So in other words, self-regulation is an ability possessed by individuals in controlling behavior, and manipulating behavior by using the ability of their mind so that they can react to their environment.

b. Indicators of self-regulation

According to Pintrich (1990), self-regulation indicators are:

1) Strategy uses Self-regulation

Strategies or techniques to achieve goals in learning such as students using specific learning strategies, such as concept maps, or repetition, to improve understanding and retention of information.

2) Self-regulation

The ability to manage emotions and behaviors to achieve desired learning goals is crucial, as it helps individuals stay focused, motivated, and overcome challenges that arise during the learning process. This includes enhancing critical thinking, improving decision-making, and building mental resilience against failure.

c. Components Of Self-Regulation

According to Darmiany (2014), the components of self-regulation are as follows :

1) Standard

It is an ideal, goal, or condition to be achieved. Without a clear and consistent standard, the development of self-regulation will be hampered.

2) Monitoring

This model includes a testing phase within the repetition chart, where an individual's actual condition is compared to established standards. To achieve alignment, the individual must exercise self-control. The ability to keep actions in line with goals is a key component of effective regulation.

3) Phase of action or operation

If, during the testing phase, a person finds that their condition is below the established standard, the process continues with implementing changes. Self-regulation at this stage is often due to an individual's inability to make adjustments, even when clear standards are in place and effective monitoring efforts are being made.

d. Factors affecting Self-regulation

Factors that affect self-regulation consist of three factors that affect self-regulation (Darmiany, 2014), namely:

1) Individual

- a) Individual knowledge, the more diverse an individual's knowledge, the better it can support their ability to self-regulate
- b) The more numerous and complex the objectives to be achieved, the more likely the individual is to carry out self-regulation.
- c) The higher level of metacognition ability of the individual will help the implementation of self-management.

2) Behavior

Behavior refers to an individual's efforts to use their abilities.

The greater and optimal efforts deployed by individuals in organizing and managing an activity will increase the management or regulation of the individual.

3) Environment

Cognitive social theory devotes special attention to the influence of social factors and experience on human functioning. It depends on how supportive or unsupportive the environment is.

3. The Relationship Between Self-Efficacy and Self-Regulation

Self-efficacy and self-regulation are interrelated in the learning process. Self-efficacy, which refers to an individual's belief in their ability to succeed in learning, serves as the foundation for the development of self-regulated behavior. Individuals with high self-efficacy are more motivated to plan and evaluate their learning processes independently. Conversely, good self-regulation strengthens self-efficacy through the desire to achieve learning goals, thereby increasing confidence in one's abilities. Thus, self-efficacy and self-regulation have a reciprocal relationship in enhancing learning motivation.

4. Learning Motivation

a. Understanding Learning Motivation

Motivation comes from the word motive, in English is motive or motion, then motivation, which means movement or something moving.

or motion, then motivation, which means movement or something that moves (Bahri, 2017). This means something that drives action, or is called an intention. Learning is a process of behavior change as a result of the interaction of individuals with their environment in meeting their needs. Learning is a process of effort by a person to obtain a new behavior change as a whole, as a result of their own experience in interaction with their environment. (Bahri, 2017).

Learning motivation is the driving force within students to carry out learning activities and to increase knowledge, skills, and experience. The motivation grows because of the desire to be able to know and understand something and encourage and direct students' learning interests so that they really want to learn and are motivated to achieve in learning (Suprijono, 2010).

It can be understood that learning motivation is a drive that generates emotional energy in the growth of enthusiasm, joy, and spirit to engage in learning activities, ensuring the continuity of the learning process to achieve one's desired goals.

b. Indicators of learning motivation

According to Jefiza (2017), indicators of learning motivation are as follows:

1) Extrinsic motivation

Extrinsic motivation is a person's drive to perform an action or activity that comes from external factors rather than from

personal desire or satisfaction. In other words, an individual is motivated not because the activity itself is enjoyable or meaningful, but because of the consequences that follow the activity.

In this context, extrinsic motivation is usually associated with external rewards such as grades, praise, gifts, or social recognition. For example, a student may study hard because they want achieve high grades, earn a scholarship, or receive praise from their teacher

2) Intrinsic motivation

Intrinsic motivation is a drive that arises from within an individual without any external pressure or reward. A person with intrinsic motivation engages in an activity because they enjoy the process itself, not merely to achieve an end result or obtain a specific reward.

B. Review of Related finding

The researcher refers to several relevant studies to support the assumptions of the research to be conducted:

Anisa, A.N. (2023). The journal with the title "Self-Efficacy and Self-Regulation Affect Learning Motivation in Students". The results showed that the self-efficacy variable had a significant effect on learning motivation, the self-regulation variable had a significant effect on learning motivation, and the self-efficacy and self-regulation variables had a significant effect on learning motivation. Self-efficacy will lead to confidence in students in their abilities. Students who have good self-regulation will be able to set a goal in

the learning process. Hypothesis testing using the simple linear regression test and the multiple linear regression test. The results of testing the first hypothesis showed that the effect of X1 on Y is 38.2%. The results of testing the second hypothesis indicate that there is an effect of X2 on Y of 11.4%. The results of testing the third hypothesis showed that X1 and X2 simultaneously affect Y by 49.6%. Based on the results of the data analysis, it can be concluded that the variables of self-efficacy and self-regulation have a significant effect on learning motivation.

The difference lies in the research objectives, types of research, sample populations, data collection techniques, and research locations. However, the similarity is that both studies use the same three research variables with identical subject forms, namely Self-Efficacy, Self-Regulation, and Learning Motivation

Syafitri, A. (2019), The thesis with the title "The relationship between students' self-confidence and motivation to learn English at MTs Amaliyah," based on the research results on variables X and Y, shows that the correlation value between the two variables is $0.98 > 0.297$, meaning that the calculated r is greater than the table r . There is a positive and significant correlation between students' self-confidence and their English writing ability. The researcher concludes that students' ability to write in English can be improved through their self-confidence; if students do not consistently have confidence in learning, they will have low motivation. The students' learning motivation is evidenced by an average test score of 71.9, meaning that the students at

MTs Amaliyah have met the school's minimum completeness criteria (KKM). The KKM at MTs Amaliyah is 65, so it can be said that students with high self-confidence do not experience problems with learning motivation, while students with low self-confidence face difficulties in learning English.

The similarity of the research lies in the variable of motivation in learning English, both using student subjects. While the difference is that the researcher uses 3 variables, while Anisa Syafitri's sister uses 2 variables, another difference is the research location and problem formulation.

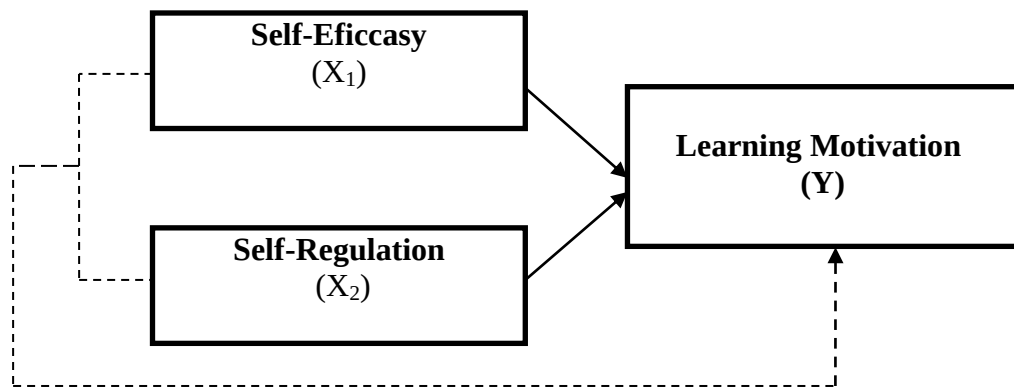
Septirini, A.T. (2015). The thesis entitled "The Influence of Motivation and Self-Efficacy on Students' Maturity in Writing in Class XII Accounting at SMK Ma'arif NU 1 Cilongo" shows that the contribution of motivation, self-efficacy, and learning achievement to students' maturity in writing is 85.2%. Motivation on students' maturity in writing is 20.79%, self-efficacy has an effect of 7.08%, while learning achievement does not affect students' maturity in writing. Overall, there is an influence of motivation, self-efficacy, and learning achievement on students' maturity in writing.

The research similarities lie in the self-efficacy variable, both using student subjects and quantitative research types. The difference lies in the research location, data collection techniques, and problem formulation.

D. Conceptual Framework

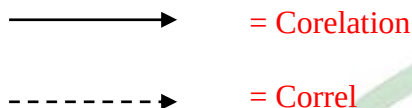
The frame of mind is a conceptual model that explains the theory between the variables to be studied, based on theoretical foundations and

empirical studies, while the theoretical framework can be seen in Figure 2.1 as follows :



Pictures 2.1 Frame Of Mind

Keterangan :



Explanation:

1. The reasoning for variable X1 Self-Efficacy explains how it has a partial Corelation, indicated by a solid line. Meanwhile, the simultaneous effect is represented by a dashed line. In this case, the variable X1 Self-Efficacy affects variable Y independently.
2. The reasoning for variable X2 Self-Regulation explains how it has a partial Corelation, indicated by a solid line. Meanwhile, the simultaneous effect is represented by a dashed line. In this case, the variable X2 Self-Regulation affects variable Y independently.
3. The reasoning for the variables X1 and X2 in relation to Y explains how both variables influence Y through Partial Effect and Simultaneous Influence together, as stated in the hypothesis.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research used a correlational research design aimed at finding out whether there was a correlation between self-confidence and speaking skill. Correlational research was included in the research description because this research was an attempt to describe the conditions that had occurred (Creswell, 2012).

The research approach was correlational. According to Creswell (2012), correlation research is research that aims to investigate (prove) the extent of the correlation or the correlation of a variable with one or more other variables. The variables used in correlation research include self-efficacy, self-regulation, and motivation.

The reason for using correlation research was to determine the correlation between two or more variables without manipulating these variables. Meanwhile, quantitative research was chosen to obtain data that can be measured objectively and analyzed statistically. The combination of the two allows researchers to gain a deeper understanding of the correlation between variables through measurable data and reliable analysis.

B. Population dan Sample

1. Population

The population was the entire totality of elements that are the focus of generalization in a context. In research, the population includes all the

subjects that are measured, and is the unit of research, and becomes the area of generalization. It includes objects or subjects with certain quantities and characteristics that the study establishes to study and then draw its conclusions. The Population in this research was 106 students. The research population can be seen in Table 31 below:

Table 3.1
The Population of the Research

No	Semester	Total
1	Semester I	40
2	Semester III	20
3	Semester V	17
4	Semester VII	29
Total		106

Data Sources: English Institute Islamic of Kerinci, 2024

2. Sample

According to Arikunto (2006), a sample is a part of the total population. The sampling technique used in this research was total sampling. Total sampling is a technique in which the number of samples is equal to the total population. The use of the total sampling technique was based on the relatively small size of the population; therefore, the researcher decided to include all members of the population as the sample in order to obtain accurate data. The sample consisted of 106 students.

C. Research Instrument

According to Arikunto (2016), research instruments are tools used to obtain or collect data in order to solve research problems or achieve research objectives. The instruments in this research were self-efficacy variables (X1), self-regulation (X2), and learning motivation (Y), in the form of adapted

questionnaires. The reason for choosing an adaptation questionnaire was that it can help respondents to answer quickly, and also make it easier for the researcher to analyze data and tabulate the results of all the questionnaires that were collected (Riduwan, 2015).

According to Arikunto (2016). The scoring criteria on this Likert scale were strongly agree (SS) scored 1, agree (S) scored 2, Neutral (N) scored 3, disagree (TS) scored 4, and Strongly Disagree (STS) scored 5. The Likert scale was designed to assess how strongly the subject agrees or disagrees with a statement on a five-point scale, with a positive statement form. The criteria can be seen in Table 3.2 as follows:

Table 3.2
Item Score Criteria Assessment

Evaluation Criteria	Bobot
Strongly Agree (SA)	5
Agree (A)	4
Netral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Source: Sugiyono, (2016)

The reason for using the Likert scale measurement method was that the researcher used a questionnaire distribution system, so the results were classified in the data scale, namely, ordinal intervals. Furthermore, the most effective method for ordinal intervals was the Likert scale. A Likert scale aims to collect data to determine or measure quantitative data. The Data was obtained to determine the opinion, perception, or attitude of a person to a phenomenon that occurs.

The questionnaire grid in the study can be seen in the following table:

Table 3.3
Variable Self-Efficacy Grid (X1)

No.	Aspect	Sub-Indicators	Number
	General Self-Competence	I believe that I can successfully take notes during the lecture and organize my notes well.	1
		I believe that I can regularly attend lectures.	6
		I believe that I can understand most of the content presented in lectures.	7
		I believe that I can successfully follow a lecture about a complex topic.	3
		I believe that I can successfully communicate with the professor privately in order to get to know him/her better.	8
	Communication With The Lecturer	I believe that I can ask the professor to explain a certain part of the lecture which I did not understand again during the lecture.	5
		I believe that I can successfully answer the professor's questions during the lecture.	10
		I believe that I can successfully build a good correlation with the English course lecturer	9
		I believe that I can maintain good communication with the teacher.	4
	Attendance In Lectures	I believe that I can participate in discussions during lectures.	2
		I believe that I can successfully master content in the general vocabulary of the English language.	11

		I believe that I can successfully master content in grammar of the English language.	12
		I believe that I can successfully pass the exam	13

Source: Dokic (2021).

The reason the researcher adopted the self-efficacy indicators from the source (Dokic et al., 2021) is that all the indicators have been adapted by lecturers and are also relevant to the self-efficacy possessed by students of the English Language Education Department at the State Islamic Institute of Kerinci.

Table 3.4
Variables Self-Regulation Grid (X2)

No	Aspect	Sub-Indicators	Number
1	Strategy use	I ask myself questions to make sure I know the material I have been studying.	1
		I work on practice exercises and answer end of chapter questions even when I don't have to	3
		I often find that I have been reading for class but don't know what it is all about.	6
		find that when the teacher is talking I think of other things and don't really listen to what is being said.	7
		I work hard to get a good grade even when I don't like a clas.	9
2	Self-regulation	When work is hard I either give up or study only the easy parts.	2

	Even when study materials are dull and uninteresting, I keep working until I finish.	4
	Before I begin studying I think about the things I will need to do to learn.	5
	When I'm reading I stop once in a while and go over what I have read.	8
	I work hard to get a good grade even when I don't like a class.	9

Source: (Pintrich, 1990).

The reason for using self-regulation indicators from Pintrich (1990) is that these indicators are the original source from journal literature and have been used by other researchers, including the author as a student of the English Language Education Study Program at the State Islamic Institute of Kerinci.

Table 3.5
Variable Learning Motivation Grid (Y)

No	Aspect	Sub-Indicators	Number
1	Intrinsic Motivation	I Learn English in order to improve my English language skills.	1
		Learning English will allow me to be more at ease with English speakers.	2
		I learn English because it is something that I always want to do	4
		I study English because I enjoy learning it.	5
		I study English because I want to do well in my examination.	8

2	Extrinsic Motivation	Learning English allows me to participate more freely in the activities of other cultural groups	3
		Learning English is useful in getting a good job.	6
		I learn English because I need it to further my studies overseas	7
		I study English in order to please my family.	9
		feel that no one is really educated unless he is fluent in English language.	10

Data Source: (Jefiza, 2017)

The reason for using the learning motivation indicators from the journal source (Jefiza, 2017) is that these indicators have been adapted by lecturers and are relevant to the learning motivation of students in the English Education Department at the State Islamic Institute of Kerinci.

D. Techniques of Data Collection

The questionnaire is a data collection technique that involves giving a set of questions or written statements to respondents to answer. The questionnaire is an efficient data collection technique if the researcher knows exactly the variables to be measure and knows what can be expected from the respondent, besides that the questionnaire also suitable for use when the number of respondents spread over a wide area, the questionnaire can be in the form of closed or open questions or statements, can be give to respondents directly or sent by post or the internet (Sukmadinata, 2015).

E. Data Validation Techniques

Data validation is needed so that the data in this research can be said to be valid. To validate this, the author used validity and reliability techniques.

1. Validity

Validity is a valid measurement instrument that measures what should be measured or measures what is to be measured. Validity was used in this study using the product-moment correlation test, which is used to determine the level of correlation between the independent variable and the dependent variable (Ridwan, 2015). To measure the correlation between the statement and the total score, the "r" Product Moment Correlation formula is used.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description:

- r_{xy} = Correlation coefficient of variables X and Y
- N = Jumlah responden
- $\sum X$ = Number of respondents
- $\sum X$ = Variable Score (respondent's answer)
- $\sum Y$ = Total score of the variable for the nth respondent

With the calculation criteria, if $R_{\text{calculated}} > R_{\text{table}}$, the question item is valid, but if $r_{\text{calculated}} < r_{\text{table}}$, then the statement item is not to test the validity of the questionnaire. Questionnaires in this research were distributed to 28 respondents to be tested for significant levels using the level of 5%, N , then $df = N - 2$. Validity test in this research using computer tools with IBM SPSS version 24.0.

2. Reliability

Reliability refers to the degree of consistency and stability of the data findings. To measure reliability, the Cronbach's Alpha technique is used to test reliability, with the measurement tools being task complexity, compliance pressure, auditor knowledge, and audit judgment. The decision-making criteria are as follows: if the Cronbach's Alpha coefficient > 0.70 , the question is considered reliable, or a construct or variable is considered reliable. If the Cronbach's Alpha coefficient < 0.70 , it is considered unreliable (Ridwan, 2015).

F. Technique of Data Analysis

1. Descriptive Analysis

Descriptive analysis is a method used to describe each variable. In this descriptive analysis, the calculation used is to determine the percentage score of the answers for each variable using the following formula:

$$\frac{n}{N} \times 100\%$$

Explanation:

% = Percentage

n = empirical score (score obtained)

N = total score or value (ideal score)

This descriptive percentage calculation has the following steps:

- a. Determining the maximum percentage value

$$\frac{\text{Maximum Score}}{\text{Minimum Score}} \times 100\%$$

- b. Determining the minimum percentage value

$$\frac{\text{Maximum Score}}{\text{Minimum Score}} \times 100 \%$$

- c. The percentage interval was obtained by dividing the criteria of the percentage range (100% - 25% = 75%). Therefore, it is obtained 75 %: 4 = 18,7%

To determine the level of these criteria, the score obtained (in %) through descriptive analysis is as follows:

Table 3.6
Criteria for Descriptive Analysis Percentage

No	Percentage Range	Criteria
1	81% - 100%	Very good
2	80% - 61%	good
3	60% - 51%	Good enough
4	50% - 31%	Not good
5	30% - 19%	Not very good

Sumber: Sugiarto, (2012).

2. Prerequisite Test

a. Normality Test

The normality test aims to test whether in the regression model, the dependent variable and the independent variable both have a normal distribution or not (Ridwan, 2015). The data normality test can be done using the Kolmogorov-Smirnov test with SPSS 23.0. The normality test that is used is the Kolmogorov-Smirnov test. The Kolmogorov-Smirnov formula is as follows:

$$KD : 1,36 \frac{\sqrt{n_1 + n_2}}{n_1 n_2}$$

Description:

KD = the number of Kolmogorov-Smirnov tests sought

n1 = number of samples obtained

n2 = expected sample size (Sugiyono, 2012).

The Kolmogorov-Smirnov test is carried out by making a hypothesis. If the significance is > 0.05 , then the variable is normally distributed, and if the significance is < 0.05 , then the variable is not normally distributed.

b. Heteroscedasticity Test

The heteroscedasticity test was used to determine whether there is storage of the model due to variant disorders that differ between one observation and another observation. The heteroscedasticity test was intended to test whether in the regression model there is an inequality of variance and residuals from one observation to another. (Ansori, 2020). If the variance and residuals of one observation to another are constant, it is called homoscedasticity; if it is different, it is called heteroscedasticity.

c. Multicollinearity Test

Multicollinearity is a linear correlation between independent variables. The multicollinearity test aims to test whether there is a high or perfect correlation between the independent variables in the regression model. A good regression model should not have a correlation between variables. If there is a high correlation between the independent variables, the correlation between the independent

variables and the dependent variable is disturbed. At a significance level of 90%, multicollinearity between independent variables can be detected using a correlation matrix with the following conditions (Sugiyono, 2012):

- 1) If the correlation matrix value between two independent variables is greater than 0.90, then there is multicollinearity.
- 2) If the correlation matrix value between two independent variables is smaller than 0.90, then there is no multicollinearity.

3. Inferential Statistics

a. Multiple Linear Regression Analysis

Multiple linear regression analysis is a regression analysis that has one dependent variable and two or more independent variables. This study uses multiple linear regression analysis to test H4. According to Sugiyono (2012). The steps of multiple linear regression analysis are:

- 1) Creating a regression equation The multiple linear regression equation is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

- 2) Finding the coefficient of determination (R^2)

The coefficient of determination (R^2) measures how well the model explains variations in the dependent variable. If R^2 has a small value, then the ability of the independent variables to explain the variation in the dependent variable is very limited. A value close

to one indicates that the independent variables provide almost all the information needed to predict the dependent variable.

4. Hypothesis Test

a. Correlation Coefficient

Hypothesis testing with correlation techniques in this research the researcher used Pearson product moment (r) correlation. Correlation test is used to determine how strong the r correlation between the independent variable with the dependent variable (Sugiyono, 2012). Hypothesis testing, if the correlation coefficient is significant, then the coefficient can be used to calculate the coefficient of determination that is the coefficient that can be used to measure the effect of the independent variable on the dependent variable.

Some level of correlation between variables based on the coefficient interval is:

Tabel 3.7
Interval Correlation Coefficient Between Variables

Interval Coefficient	Correlation Level
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very Strong

Sources: (Sugiyono, 2012)

As for testing the significance of the correlation of an independent variable with a dependent variable, can be done by comparing the value of R calculated on the correlation test with r table determined through the table values of r product moment. (Sugiarto,

2012). Criteria in hypothesis testing include:

- 1) If $r_{\text{count}} > r_{\text{table}}$ and the significance level is smaller than 0.05, then it can be concluded that the correlation coefficient is significant.
- 2) If $r_{\text{count}} < r_{\text{table}}$ and the significance level is greater than 0.05, then it can be concluded that the correlation coefficient is not significant.

In determining the R table, researchers can use the number of samples (n) and the significance level used (5%). In this research, the researchers used the R table of 0.195 obtained from determining the r table with the number of samples as much as 100 and the significance level of 5% in the table values of the r product moment. Furthermore, if the correlation coefficient (r_{count}) proves significant, then the correlation coefficient can be used to measure the coefficient of determination.

b. Coefficient Of Determination (R^2)

According to Ridwan (2013), the coefficient of determination (R^2) aims to measure how far the ability of the model explains the variation of the dependent variable, with a value between zero and one ($0 < R^2 < 1$). The coefficient of determination is used if the correlation coefficient of a variable is proven to be significant. Measurement of the coefficient of determination is done to measure the influence of the independent variable on the dependent variable in a study. The small

value of the coefficient of determination indicates that the ability of independent variables in explaining the variation of the dependent variable is very limited. The value of the coefficient of determination close to 1 indicates that the independent variables provide almost all the information needed to predict the variation of the dependent variable.

The results of the statistical test analysis of the data obtained with the help of the SPSS 23 for Windows program.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Students' Self-efficacy, Self-Regulation, and Motivation In Learning English in the English Department of State Islamic Institute of Kerinci

a. Self-Efficacy Variable (X1)

In this research, the Self-Efficacy variable was measured through 13 questionnaire items distributed to 106 respondents. The results obtained are displayed in the table below :

Table 4.1
Students' Responses Regarding the Self-Efficacy Variable

No.	Statement	Responses (%)				
		SD	D	N	A	SA
General Self-Competence						
Item 1	I am confident that I can take good notes during lectures and organize them in a structured way.	0.0	0.0	5.7	10.4	84.0
Item 3	I believe that I can understand and follow lectures on complex topics.	0.0	1.9	41.5	24.5	32.1
Item 6	I believe that I can attend lectures regularly.	0.0	1.9	36.8	30.2	31.1
Item 7	I believe that I can understand most of the material presented in class.	0.0	0.0	14.2	35.8	50.0
Item 8	I believe that I can successfully communicate with lecturers personally to get to know them better.	0.0	1.9	27.4	28.3	42.5
Communication with the Lecturer						
Item 4	I believe that I can maintain good communication with my lecturers.	0.0	0.0	16.0	37.7	46.2
Item 5	I believe that I can ask the lecturer to clarify parts of the lecture that I do not understand.	0,0	0,0	17,9	38,7	43,4
Item 9	I am confident that I can build a good correlat	0,0	2,8	42,5	25,5	29,2

	with my English course lecturer.					
Item 10	I believe that I can successfully answer questions from the lecturer during class.	0.0	7.5	33.0	16.0	43.4
Attendance in Lectures						
Item 2	I believe that I can successfully participate in classroom discussions	0.0	0.0	8.5	40.6	50.9
Item 11	I believe that I can successfully master the material on English vocabulary.	0.0	0.0	2.8	19.8	77.4
Item 12	I believe that I can successfully master the material on English grammar	0.0	0.0	16.0	37.7	46.2
Item 13	I believe that I can successfully pass the exam.	0.0	0.0	17.9	38.7	43.4

Source: Processed Data

As shown in Table 4.1, the students generally had high levels of confidence across different academic aspects. In terms of general self-competence, most students felt confident in taking notes during lectures and organizing them in a structured way (84.0% strongly agree) and understanding most of the material presented in class (50.0% strongly agree). However, many students were less certain about understanding and following lectures on complex topics, with 41.5% choosing neutral. For communication with lecturers, a considerable number of students expressed strong confidence in maintaining good communication (46.2% strongly agree), asking for clarification when they do not understand (43.4% strongly agree) or answering questions in class (43.4%), with a considerable number remaining neutral, but fewer

strongly agreed about building a good correlations (29.2%). Regarding attendance in lectures, students reported the highest confidence in mastering materials on English vocabulary (77.4% strongly agree) and successfully participating in discussions (50.9% strongly agree), while mastery of grammar and passing the exam also received strong agreement from most respondents.

b. Self-Regulation Variable (X2)

In this research, the Self-Regulation variable was measured through 9 questionnaire items distributed to 106 respondents. The results obtained are explained in the table below:

Table 4.2
Students' Responses Regarding the Self-Regulation Variable

Students' Responses Regarding the Self-Regulation Variable						
No.	Statement	Responses (%)				
		SD	D	N	A	SA
Strategy Use						
Item 1	Ask myself questions to ensure that I have understood the learning material.	0.0	8.5	9.4	17.9	64.2
Item 3	I complete practice exercises and answer questions at the end of the chapter, even though they are not required.	0.0	0.9	0.9	29.2	68.9
Item 6	Often read in class but don't really know what I am actually learning.	0.0	0.0	10.4	42.5	47.2
Item 7	Feel that when the lecturer explains, I often daydream and lose focus while they are speaking	0.0	0.0	5.7	40.6	53.8
Item 9	I work hard to get good grades, even if I don't like the class	0,0	0,0	0,9	7,5	91,5
Self-Regulation						
Item 2	When faced with a difficult task, I usually	0.0	0.9	1.9	13.2	84.0

	give up or only study the easy parts.					
Item 4	Even though the study material is boring and uninteresting, I still finish it.	0.0	1.9	16.0	30.2	51.9
Item 5	Before I start studying, I think about what I need to do in order to study effectively.	0.0	10.4	25.5	28.3	35.8
Item 8	When reading, I occasionally stop and review what I have read	0.0	1.9	8.5	34.0	55.7

Source: Processed Data

As shown in Table 4.2, students generally demonstrated high levels of self-regulation. In terms of strategy use, most students actively monitored their understanding, with 64.2% strongly agreeing they asked themselves questions while studying and 68.9% completing practice exercises even when not required. However, many faced concentration challenges 47.2% often read without fully understanding, and 53.8% admitted to daydreaming during lectures. Despite this, 91.5% strongly agreed they worked hard to achieve good grades, even in disliked subjects.

For self-regulation behaviors, 84.0% showed strong perseverance by rejecting the idea of giving up on difficult tasks. While 51.9% completed uninteresting materials, only 35.8% strongly agreed they planned their study strategies in advance. Still, 55.7% reported reviewing what they read to aid comprehension.

c. Learning Motivation Variable (Y)

In this research, the Learning Motivation variable was measured through 10 questionnaire items distributed to 106 respondents. The responses obtained are explained in the table below as follows:

Table 4.3
Students' Responses regarding the Learning Motivation Variable

No.	Statement	Responses (%)				
		SD	D	N	A	SA
Intrinsic Motivation						
Item 1	I study English to improve my English skills.	0.0	0.9	15.1	28.3	55.7
Item 2	Studying English will make me more comfortable speaking in English.	0.0	0.9	14.2	39.6	45.3
Item 4	I study English because it is something I have always wanted to do.	0.0	11.3	36.8	21.7	30.2
Item 5	I study English because I enjoy learning it.	0.0	10.4	36.8	24.5	28.3
Item 8	I study English because I want to succeed in my exams.	0.0	6.6	30.2	26.4	36.8
Extrinsic Motivation						
Item 3	Studying English allows me to participate in cultural group activities.	0.0	5.7	38.7	23.6	32.1
Item 6	Studying English is useful for getting a better job.	0.0	4.7	24.5	31.1	39.6
Item 7	I study English because I need it to pursue higher education.	0.0	4.7	27.4	30.2	37.7
Item 9	I study English to make my family proud.	0.0	0.0	4.7	13.2	82.1
Item 10	I feel that no one is truly educated unless they are fluent in English.	0.0	3.8	27.4	26.4	42.5

Source: Processed Data

As shown in Table 4.3, students generally showed strong motivation for learning English, with both intrinsic and extrinsic factors playing a role. Regarding intrinsic motivation, most students learned

English to improve their skills (55.7% strongly agreed) and to feel more comfortable speaking it (45.3%). However, fewer students strongly agreed that they studied English out of personal interest or enjoyment, with only 30.2% and 28.3% respectively.

In terms of extrinsic motivation, students were highly driven by external goals. Notably, 82.1% strongly agreed that they studied English to make their family proud the highest agreement in the category. Many also viewed English as important for career advancement (39.6%) and higher education (37.7%). Meanwhile, 42.5% strongly agreed that being fluent in English is a sign of being truly educated.

2. Results of Instrument Testing

a. Results of Instrument Validity Test

A questionnaire item is considered valid if the calculated r value (r count) is greater than the table r value (r table), and the significance value is < 0.05 . The significance test is conducted by comparing the correlation value of r count and r table for the degree of freedom (df) = n , where n is the number of research samples, with $\alpha = 5\%$ or 0.05 .

With a Self-Efficacy level of 95% or $\alpha = 0.05$ and $df = 106$, the r table value obtained is 0.195. The validity test results for each variable using 106 samples are as follows:

Table 4.4
Results of Instrument Validity Test

No. Item	r Table	Self-Efficacy (X1) r Count	Remarks
Item 1	0.195	0.477**	Valid
Item 2	0.195	0.640**	Valid
Item 3	0.195	0.658**	Valid
Item 4	0.195	0.425**	Valid
Item 5	0.195	0.544**	Valid
Item 6	0.195	0.668**	Valid
Item 7	0.195	0.661**	Valid
Item 8	0.195	0.599**	Valid
Item 9	0.195	0.469**	Valid
Item 10	0.195	0.581**	Valid
Item 11	0.195	0.259**	Valid
Item 12	0.195	0.668**	Valid
Item 13	0.195	0.661**	Valid
No. Item	r Table	Self-Regulation (X2) r Count	Remarks
Item 1	0.195	0.417**	Valid
Item 2	0.195	0.574**	Valid
Item 3	0.195	0.424**	Valid
Item 4	0.195	0.519**	Valid
Item 5	0.195	0.365**	Valid
Item 6	0.195	0.401**	Valid
Item 7	0.195	0.447**	Valid
Item 8	0.195	0.557**	Valid
Item 9	0.195	0.613**	Valid
No. Item	r Table	Learning Motivation (Y) r Count	Remarks
Item 1	0.195	0.623**	Valid
Item 2	0.195	0.607**	Valid
Item 3	0.195	0.711**	Valid
Item 4	0.195	0.678**	Valid
Item 5	0.195	0.779**	Valid
Item 6	0.195	0.651**	Valid
Item 7	0.195	0.703**	Valid
Item 8	0.195	0.718**	Valid
Item 9	0.195	0.497**	Valid
Item 10	0.195	0.700**	Valid

Source: Data processed with SPSS, 2025

Based on Table 4.4, the results for the variables Self-Efficacy, Self-Regulation, and Learning Motivation show valid criteria for each questionnaire item, as the calculated r values are greater than the r table value of 0.195.

b. Instrument Reliability Test Results

A questionnaire item is considered reliable if the Cronbach's Alpha coefficient is greater than 0.60. In that case, the variable can be considered reliable. Conversely, if the Cronbach's Alpha coefficient was less than 0.60, the variable is considered unreliable. The results of the reliability test are as follows:

Table 4.5
Instrument Reliability Test Results

Variable	Cronbach's Alpha	Remarks
Self-Efficacy (X1)	0.819	Reliable
Self-Regulation (X2)	0.751	Reliable
Learning Motivation (Y)	0.863	Reliable

Source: Data processed with SPSS, 2025

Based on Table 4.5, it can be concluded that all questionnaire items for the variables are declared reliable because the Cronbach's Alpha values are above 0.60.

3. Data Description

This chapter presents the results and discussion of the research on The correlation Between Self-Efficacy and Self-Regulation Toward Learning Motivation of English Department Students at IAIN Kerinci in the 2024/2025 Academic Year.

Based on verification of the research data, a total of 106 data sets were obtained from the data collection process. This research involves three variables Self-Efficacy (X1), Self-Regulation (X2), and Learning Motivation (Y). The data description is as follows:

Table 4.6

Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Efficacy	106	42	65	55,08	5,671
Self-Regulation	106	33	45	40,25	3,014
Learning Motivation	106	24	50	40,76	5,923
Valid N (listwise)	106				

Source: Data processed with SPSS, 2025

Based on the data in Table 4.6, the descriptive statistics for the Self-Efficacy variable, measured by 13 questionnaire items and distributed to 106 respondents, show a minimum score of 42, a maximum score of 65, a standard deviation of 5.671, and a mean of 55.08.

The descriptive statistics for the Self-Regulation variable, measured by 9 questionnaire items and distributed to 106 respondents, show a minimum score of 33, a maximum score of 45, a standard deviation of 3.014, and a mean of 40.25.

The descriptive statistics for the Learning Motivation variable, measured by 10 questionnaire items and distributed to 106 respondents, show a minimum score of 24, a maximum score of 50, a standard deviation of 5.923, and a mean of 40.76.

4. Results of Classical Assumption Testing

a. Normality Test Results

This research used the non-parametric Kolmogorov-Smirnov statistical test, which is a normality test based on the cumulative distribution function. A variable is considered normally distributed if the significance value (Sig.) is greater than 0.05.

Table 4.7
Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual
		106
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,16227872
Most Extreme Differences	Absolute	,089
	Positive	,059
	Negative	-,089
Kolmogorov-Smirnov Z		,919
Asymp. Sig. (2-tailed)		,367

a. Test distribution is Normal.

b. Calculated from data.

Source: Data processed using SPSS, 2025

Based on the output above, the Asymp. Sig. value is greater than 0.05, indicating that the data is normally distributed.

b. Heteroscedasticity Test Results

The heteroscedasticity test aims to examine whether there is a variance inequality of the residuals from one observation to another in the regression model. The presence or absence of heteroscedasticity can be identified using the Glejser test. The results of the heteroscedasticity test are as follows:

Table 4.8
Heteroscedasticity Test Results

Variable	Sig.	Criteria	Conclusion
Self-Efficacy	0.591	$p > 0.05$	No heteroscedasticity detected
Self-Regulation	0.591	$p > 0.05$	No heteroscedasticity detected

Source: Data processed using SPSS, 2025

The results of the heteroscedasticity test show that the significance values for each variable are greater than 0.05. This indicates that heteroscedasticity does not occur.

c. Multicollinearity Test Results

The multicollinearity test aims to determine whether there is a correlation among independent variables in the regression model. A good regression model should not exhibit multicollinearity among independent variables. This test is assessed using the Variance Inflation Factor (VIF) and tolerance values. Multicollinearity is considered to exist if the tolerance value is < 0.10 or if $VIF > 10$. If the VIF is < 10 and the tolerance value is > 0.10 , it indicates that multicollinearity is not a concern (passes the multicollinearity test). The test results are presented in the following table:

Table 4.9
Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Self-Efficacy	0.737	1.358	Passes multicollinearity test
Self-Regulation	0.737	1.358	Passes multicollinearity test

Source: Data processed using SPSS, 2025

Based on Table 4.9, the VIF values for the independent variables are less than 10, and the tolerance values are greater than 0.10. Thus, it can be concluded that the independent variables pass the multicollinearity test.

5. Hypothesis

a. First Hypothesis Test (Self -Efficacy X^1 - Learning Motivation Y)

The first hypothesis test uses the Pearson Product-Moment Correlation to determine whether there is a positive correlation between the first independent variable, self-efficacy, and the dependent variable, learning motivation. The Pearson Product-Moment correlation

technique is used to examine the correlation and test the hypothesis between two variables when both variables are measured on an interval scale and sourced from the same data set (Sugiyono, 2016: 228).

In this research , the correlation coefficient was calculated using SPSS 20.0 for Windows. To interpret the value of the correlation index “r” (r_{xy}), Guilford’s guideline is commonly used as follows:

Table 4.10
Interpretation of Pearson's r Value (Guilford’s Guideline)

Pearson's r Value Range	Interpretation
0.00 – 0.20	There is a correlation between variable X and variable Y, but it is very weak and can be ignored.
0.20 – 0.40	There is a weak or low correlation between variable X and Y.
0.40 – 0.70	There is a moderate or fairly strong correlation between variable X and Y.
0.70 – 0.90	There is a strong correlation between variable X and Y.
0.90 – 1.00	There is a very strong correlation between variable X and Y.

The results of the data analysis using SPSS 20.0 for Windows are presented in the following table:

Table 4.11
First Hypothesis Test Results

Correlation	r_{x1y}	Sig. (2-tailed)
Self-Efficacy and Learning Motivation	0.640	0.000

Source: Data processed using SPSS, 2025 (Appendix 10)

Based on Table 4.10, the calculated correlation value (r) from the Pearson Product-Moment test is 0.640. To determine whether this correlation is significant, the r calculated value is compared to the r table at a 5% significance level. With $N = 106$, the r table value is

0.195. Since $r_{\text{calculated}} > r_{\text{table}}$ ($0.640 > 0.195$), H_1 is accepted and H_0 is rejected, meaning there is a correlation between self-efficacy and learning motivation among English Department students at IAIN Kerinci.

Furthermore, the significance test result shows $\text{Sig. (2-tailed)} = 0.000 < 0.05$, indicating that the association between the two variables is significant. Thus, it can be concluded that there is a positive and significant correlation between self-efficacy and learning motivation among students of the English Department at IAIN Kerinci.

According to Guilford's guideline for interpreting the r value, the result indicates a moderate to high correlation between variable X_1 (self-efficacy) and variable Y (learning motivation).

b. Second Hypothesis Test (Self-Regulation X^2 -Learning Motivation Y)

The second hypothesis test also employed the Pearson Product-Moment Correlation to determine whether there is a positive correlation between the second independent variable (self-regulation) and the dependent variable (learning motivation).

Based on data analysis using SPSS 20.0 for Windows, the results are presented in the following table:

Table 4.12
Second Hypothesis Test Results

Correlation	r_{x_2y}	Sig. (2-tailed)
Self-Regulation and Learning Motivation	0.655	0.000

Source: Data processed using SPSS, 2025

Based on Table 4.12, the calculated r value from the Pearson Product-Moment correlation test is 0.655. To determine whether the correlation is statistically significant, this value is compared to the r table value at a 5% significance level. With $N = 106$, the r table value is 0.195. Since $r_{\text{calculated}} > r_{\text{table}}$ ($0.655 > 0.195$), H_2 is accepted and H_0 is rejected. This indicates that there is a positive correlation between self-regulation and learning motivation among students of the English Department at IAIN Kerinci.

Moreover, the significance test shows a Sig. (2-tailed) value of $0.000 < 0.05$, indicating that the correlation between the two variables is statistically significant. Therefore, the research data support the conclusion that there is a positive and significant correlation between self-regulation and learning motivation among English Department students at IAIN Kerinci.

Referring to Guilford's guideline for interpreting the Pearson correlation coefficient (r), the result indicates a moderately strong correlation between variable X_2 (self-regulation) and variable Y (learning motivation).

c. Third Hypothesis Test (Correlation Among Self-Efficacy, Self-Regulation, And Student Learning Motivation)

The third hypothesis test was conducted using multiple regression analysis. This technique aims to determine whether there is a correlation between self-efficacy and self-regulation with the learning motivation of English Department students at IAIN Kerinci.

Based on data analysis using SPSS 20.0 for Windows, the results are presented in the following table

Table 4.13
Third Hypothesis Test Results

Dependent Variable: Learning Motivation		
Predictors: (Constant), Self-Efficacy, Self-Regulation		
Multiple Linear Regression (Coefficients)	<i>Constant</i>	-13,960
	Self-Efficacy	0,475
	Self-Regulation	0,709
ANOVA	<i>F</i>	52,772
	<i>Sig.</i>	0,000
<i>Model Summary</i>	<i>R Square</i>	0,509

Source: Data processed using SPSS, 2025

1) Multiple Linear Regression Test Results

Based on the output from SPSS using the multiple linear 0.05 and $N = 106$, the degrees of freedom (df) = $n - k - 1 = 106 - 2 - 1 = 103$, and the t-table value is 1.984. The results interpreted as follows:

a) Self-Efficacy (X_1):

The t-count for Self-Efficacy is 5.643, which is greater than the t-table value ($1.659 > 1.984$) and has a significance level of $0.000 < 0.05$. This indicates that Self-Efficacy has a positive and significant partial effect on Learning Motivation.

b) Self-Regulation (X_2):

The t-count for Self-Regulation is 4.472, which is greater than the t-table value ($1.659 > 1.984$) and has a significance level of $0.000 < 0.05$. This shows that Self-Regulation also has a positive and significant partial effect on Learning Motivation.

2) F-Test Results

The F-test is used to determine whether the independent variables (X) simultaneously affect the dependent variable (Y). The decision rule is based on two criteria Comparing the significance (Sig.) value from the ANOVA output. Comparing the F-count value with the F-table value. In this study, the F-test was conducted using SPSS at a 5% significance level. $df_1 = k - 1 = 2$ (where k = number of independent variables), $df_2 = n - k = 106 - 3 = 103$ F-table = 3.08

Table 4.14
F-Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1864,025	2	932,012	52,772	.000 ^b
	Residual	1819,079	103	17,661		
	Total	3683,104	105			
a. Dependent Variable: Motivasi Belajar						
b. Predictors: (Constant), Regulasi Diri, Efikasi Diri						

Source: Processed using SPSS, 2025

From the table above, the F-count is 52.772, which is greater than the F-table value 3.08, and the significance level is $0.000 < 0.05$. Therefore, the hypothesis is accepted, meaning Self-Efficacy and Self-Regulation simultaneously have a significant correlation with Learning Motivation.

3) Coefficient of Determination (R^2)

The coefficient of determination (R^2) measures how well the independent variables explain the variance in the dependent variable.

Table 4.15
Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	.506	.497	4,202

a. Predictors: (Constant), Regulasi Diri, Efikasi Diri

Source: Processed using SPSS, 2025

Based on Table 4.15, the R Square value is 0.506, which means that 50.6% of the variance in Learning Motivation can be explained by Self-Efficacy and Self-Regulation, while the remaining 49.4% is influenced by other variables not included in this model.

B. Discussion

1. Students' Self-Efficacy, Self-Regulation, and Motivation In Learning English in the English Department of State Islamic Institute of Kerinci

The results of this study indicate that students in the English Department of the State Islamic Institute of Kerinci generally possess high levels of self-efficacy, self-regulation, and motivation in learning English. These findings suggest that students are positively equipped with the psychological and behavioral factors necessary for successful academic achievement.

a. Self-Efficacy (X1)

As seen in Table 4.3, students exhibited strong academic self-efficacy across various domains. The highest confidence levels were reported in areas such as note-taking and organization (84.0% strongly agreed) and understanding class material (50.0% strongly agreed). However, when it came to more complex aspects such as understanding

challenging lecture topics confidence was lower, with 41.5% responding neutrally. This suggests that while students are confident in basic academic tasks, there may be a gap in their perceived ability to handle advanced material.

In terms of communication with lecturers, students generally expressed confidence, especially in maintaining good communication (46.2%) and asking for clarification (43.4%). Still, fewer students felt highly confident in building deeper lecturer-student correlations (29.2%), showing room for improvement in interpersonal academic interactions.

Regarding class attendance and participation, confidence was especially strong in vocabulary mastery (77.4%) and participation in discussions (50.9%). This indicates that students not only attend classes but also believe in their ability to actively engage and absorb the material, which is essential for effective language acquisition.

According to Bahri (2017), self-efficacy tends to be higher for tasks that are routine and familiar compared to those that are challenging or require higher-order thinking. Students are more likely to rate their abilities higher in mechanical or repetitive tasks, such as note-taking or memorization, but are less confident when it comes to tasks that demand critical analysis or deep understanding.

According to Agustika (2022), the relationship between students and lecturers significantly contributes to students' learning motivation.

In the context of the research on "The Correlation between Self-Efficacy, Self-Regulation, and Student Learning Motivation in the English Department at IAIN Kerinci for the Academic Year 2024/2025," low levels of student confidence in building closer relationships with lecturers could hinder the optimal development of their academic potential. Meanwhile, in terms of class attendance and participation, students demonstrate very high levels of self-confidence, particularly in vocabulary mastery (77.4%) and participation in discussions (50.9%). This indicates that students are not only physically present in class but also feel capable of actively engaging and absorbing the material, which is an important aspect of language acquisition.

b. Self-Regulation (X2)

The data in Table 4.4 demonstrates that students are also well-developed in their self-regulatory behaviors. Most students reported actively monitoring their learning, with 64.2% strongly agreeing that they ask themselves questions while studying, and 68.9% completing optional exercises. Notably, 91.5% of students strongly agreed that they work hard to earn good grades, even when they do not like the class. This reflects strong internal discipline and commitment to academic goals.

However, challenges in concentration were reported. Around 47.2% of students admitted to reading without fully understanding, and 53.8% reported losing focus during lectures. These responses indicate

that while motivation and effort are high, cognitive engagement can sometimes be hindered by distractions or passive learning.

When it comes to planning and reviewing, only 35.8% strongly agreed that they plan their study strategies in advance. On the other hand, a higher percentage (55.7%) reported reviewing reading material, indicating a stronger focus on reflection rather than pre-study preparation. This highlights an opportunity for improvement in proactive learning strategies.

The data in Table 4.4 shows that students have developed good self-regulation behaviors, particularly in terms of learning monitoring and motivation. Most students actively monitor their learning and put in a great deal of effort even when they do not like a particular subject, which aligns with Kristiyani (2016), who emphasizes the importance of intrinsic motivation in self-regulated learning. However, challenges in concentration—such as reading without understanding (47.2%) and losing focus during lectures (53.8%) indicate a gap between effort and cognitive engagement.

This finding is consistent with Dokic et al. (2021), who state that motivational regulation is not always followed by effective cognitive regulation. Furthermore, the low percentage of students who plan their learning strategies in advance (35.8%) compared to those who review the material afterward (55.7%) suggests that reflection is more dominant than initial planning. This highlights the need to strengthen

proactive learning strategies so that students' high effort can be balanced with more effective cognitive engagement.

c. Learning Motivation (Y)

Table 4.5 reveals that students are highly motivated to learn English, with both intrinsic and extrinsic factors contributing. Intrinsically, many students study English to improve their skills (55.7%) and gain confidence in speaking (45.3%). However, fewer students strongly agreed that they enjoy learning English (28.3%) or do it purely out of personal interest (30.2%), suggesting that intrinsic enjoyment might not be a dominant factor for all learners.

Extrinsic motivation was more prevalent, with a remarkable 82.1% of students strongly agreeing that they study English to make their family proud. This aligns with the cultural context in which family expectations play a significant role in educational decisions. Additionally, many students were motivated by practical goals such as obtaining better jobs (39.6%) and pursuing higher education (37.7%). This shows that students see English as a valuable tool for achieving future life outcomes.

The findings in Table 4.5 indicate that students' motivation to learn English is driven by a combination of intrinsic and extrinsic factors, with a stronger inclination toward extrinsic motivation. Although some students learn English to improve their skills and boost their confidence, the low percentage of those who enjoy learning

English (28.3%) suggests that pure intrinsic motivation—such as enjoyment or personal interest is not yet dominant.

This contrasts with Bahri (2017), who emphasizes the importance of intrinsic motivation in promoting effective long-term learning. On the other hand, the high level of extrinsic motivation particularly the desire to make their family proud (82.1%) is consistent with studies showing that collectivist values and family expectations greatly influence educational decisions. Additionally, instrumental motivations such as career advancement and pursuing higher education reflect a functional view of English as a tool for social mobility.

According to Darmiany (2014), both integrative and instrumental motivation play important roles in second language learning. Thus, although the local context reflects certain cultural particularities, this trend also shares similarities with global findings, especially in societies that place high value on achievement and social responsibility

According to Darmiany (2014), self-efficacy, self-regulation, and learning motivation are essential psychological constructs that significantly influence student success in language learning. Self-efficacy refers to an individual's belief in their ability to perform specific tasks, which in turn affects their motivation, choice of learning strategies, and academic persistence. In line with this, self-regulated learning as a proactive process in which learners set goals, monitor their

progress, and regulate their cognitive and behavioral engagement to achieve academic success. Theory distinguishes between intrinsic motivation, which is driven by internal interest and enjoyment, and extrinsic motivation, which is influenced by external rewards or social expectations. These theoretical perspectives support the findings of this study, which show that students in the English Department of IAIN Kerinci generally demonstrate high self-efficacy, effective self-regulation strategies, and strong motivation to learn English particularly influenced by extrinsic factors such as career prospects and the desire to make their families proud.

2. The Correlation between Self-Efficacy and Learning Motivation of English Department Students at IAIN Kerinci in the 2024/2025 Academic Year

Based on the research results, the calculated r value from the Pearson Product-Moment correlation test is 0.513. To determine whether this correlation is significant, the r value is compared to the critical r table value at a 5% significance level with $N = 106$, which yields $r\text{-table} = 0.195$. Since $r\text{-count} > r\text{-table}$ ($0.513 > 0.195$), H_2 is accepted and H_0 is rejected, indicating a significant correlation between self-efficacy and learning motivation among English Department students at IAIN Kerinci. Additionally, the significance test result shows a $\text{Sig. (2-tailed)} = 0.000 < 0.05$, which further confirms the significance of the correlation. Thus, it can be concluded that there is a positive and significant correlation between self-efficacy and learning motivation.

According to Guilford's guidelines for interpreting r values, this result indicates a moderate to high correlation between the independent variable (X1: self-efficacy) and the dependent variable (Y: learning motivation).

These findings demonstrate that higher levels of self-efficacy are associated with increased learning motivation among English Department students at IAIN Kerinci in the 2024/2025 academic year. This is evidenced by the correlation coefficient (r) of 0.513, which exceeds the critical r -table value of 0.195 at the 5% significance level, and a significance value of $0.000 < 0.05$. According to Guilford's correlation interpretation scale, this falls into the category of a moderately strong correlation, suggesting that the higher a student's self-efficacy, the higher their motivation to learn.

This result aligns with Bandura's theory (1997), which posits that self-efficacy an individual's belief in their ability to perform tasks or face certain situations plays a critical role in influencing motivational levels. Students with high self-efficacy are more confident in their academic abilities and more motivated to study because they believe their efforts will lead to success.

Locally, this study is supported by the findings of Hasibuan (2021) in a study conducted at Universitas Negeri Medan, which showed that self-efficacy significantly affects students' learning motivation. Students with strong self-efficacy are better at overcoming learning obstacles and exhibit

greater persistence. A similar study by Yuliana and Sari (2022) at STKIP PGRI West Sumatra also found a positive correlation between self-efficacy and learning motivation among language education students.

3. The Correlation between Self-Regulation and Learning Motivation among English Department Students at IAIN Kerinci in the 2024/2025 Academic Year

Based on the research findings, the calculated r value from the Pearson Product-Moment correlation analysis is 0.513. To determine whether this correlation is significant, the r value is compared to the r -table value at the 5% significance level with $N = 106$, resulting in r -table = 0.195. Since r -count $>$ r -table ($0.513 > 0.195$), H_2 is accepted and H_0 is rejected. This indicates a correlation between self-regulation and learning motivation among English Department students at IAIN Kerinci. The significance test also shows a Sig. (2-tailed) = $0.000 < 0.05$, meaning the association between the two variables is statistically significant. Therefore, it can be concluded that there is a positive and significant correlation between self-regulation and learning motivation.

According to Guilford's guidelines for interpreting Pearson correlation values, the result indicates a moderately strong correlation between the independent variable (X_2 : self-regulation) and the dependent variable (Y : learning motivation).

The data analysis shows that there is a positive and significant correlation between self-regulation and learning motivation among English Department students at IAIN Kerinci. The Pearson correlation coefficient of 0.513 suggests a moderately strong correlation, based on Guilford's

interpretation scale. This is further supported by the significance test result of $0.000 < 0.05$, confirming the statistical significance of the correlation.

According to Zimmerman (2002), this finding reinforces the view that self-regulation is a key factor influencing learning motivation. Self-regulation refers to an individual's ability to plan, monitor, and evaluate their learning process independently. Students who can manage their own learning by setting goals, managing time effectively, and tracking their progress tend to have a stronger intrinsic drive to learn consistently.

In the local context, this research aligns with the findings of Fitriani (2020) at Universitas Islam Riau, which showed a significant positive correlation between self-regulation and student learning motivation. Students with high levels of self-regulation tend to have better learning motivation, as they are more capable of overcoming distractions and focusing on their academic goals.

Furthermore, the implications of this study highlight the importance of implementing learning approaches that foster self-regulatory skills, such as project-based learning, reflective learning, and academic guidance that supports independent learning planning. Lecturers can also play an active role by providing constructive feedback and helping students set realistic and measurable learning goals.

4. The Correlation between Self-Efficacy and Self-Regulation with Learning Motivation among English Department Students at IAIN Kerinci in the 2024/2025 Academic Year

This study was conducted to examine the correlation between self-efficacy, self-regulation, and learning motivation among English

Department students at IAIN Kerinci in the 2024/2025 academic year. Based on the results of the multiple regression analysis, the following regression equation was obtained: $Y = -13.960 + 0.475(X_1) + 0.709(X_2)$

From this multiple linear regression equation, the following can be concluded. The constant value is -13.960, which means that without the influence of the self-efficacy and self-regulation variables, students' learning motivation would decrease by 13.960 points. The regression coefficient for X_1 (self-efficacy) is 0.475 and is positive, indicating that an increase in self-efficacy leads to a 0.475-point increase in learning motivation. The regression coefficient for X_2 (self-regulation) is 0.709 and is also positive, indicating that an increase in self-regulation leads to a 0.709-point increase in learning motivation.

In addition, the study also found that the F-calculated value was greater than the F-table value ($52.772 > 3.08$) and the significance level was $0.000 < 0.05$, meaning the hypothesis was accepted. Therefore, it can be concluded that the variables self-efficacy (X_1) and self-regulation (X_2) are jointly related to the learning motivation (Y).

Furthermore, the results of the coefficient of determination test (R^2) showed an R Square value of 0.506, meaning that 50.6% of the variation in learning motivation can be explained by self-efficacy and self-regulation, while the remaining 49.4% is explained by other variables outside this model.

These findings indicate that self-efficacy and self-regulation together have a positive and significant correlation with the learning motivation of English Department students at IAIN Kerinci. This is supported by the results of the multiple regression analysis which produced an F-value of $52.772 > 3.08$ and a significance level of $0.000 < 0.05$. This means that both independent variables (X_1 = self-efficacy and X_2 = self-regulation) make a significant contribution to increasing learning motivation (Y).

According to the regression equation $Y = -13.960 + 0.475X_1 + 0.709X_2$, both self-efficacy and self-regulation have positive regression coefficients. This indicates that every increase in self-efficacy contributes a 0.475-point increase in learning motivation, while an increase in self-regulation contributes a larger increase of 0.709 points. The coefficient of determination ($R^2 = 0.506$) also shows that 50.6% of learning motivation is explained by the combination of self-efficacy and self-regulation, while the remaining 49.4% may be related to other factors not examined in this study, such as the learning environment, social support, or personal interest in the field of study.

These results support Bandura's (1997) social-cognitive theory, which emphasizes the importance of self-efficacy in motivating learning behavior. Students with high self-efficacy tend to be more optimistic, persistent, and motivated when facing academic challenges. Additionally, self-regulation plays a vital role in managing the learning process, from planning to evaluating outcomes. Students with strong self-regulation skills can manage

their time, develop strategies, and maintain focus, which ultimately enhances the quality and intensity of their learning motivation.



CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of data analysis, the following conclusions can be drawn from this study:

1. Students in the English Department of IAIN Kerinci possess high levels of self-efficacy, self-regulation, and motivation in learning English. They are confident in performing basic academic tasks and actively engage in their studies, although they face challenges with complex materials and concentration. While intrinsic motivation exists, students are more strongly driven by extrinsic factors such as family expectations, job prospects, and educational goals. These psychological strengths indicate a solid foundation for academic success, though targeted support in strategic learning and advanced comprehension may further enhance outcomes.
2. There is a positive and significant correlation between self-efficacy and students' learning motivation. This is evidenced by the result of the Pearson Product-Moment correlation test, which shows a correlation coefficient of $r = 0.640$ with a significance value (Sig. 2-tailed) = $0.000 < 0.05$, and a calculated r (0.640) $>$ r table (0.195) at $N = 106$ and a 5% significance level. This means the alternative hypothesis (H_1) is accepted, indicating that self-efficacy contributes to the increase in learning motivation.

3. Self-regulation also has a positive and significant correlation with learning motivation. Based on the Pearson correlation test, the correlation coefficient obtained is $r = 0.655$, with a Sig. (2-tailed) = $0.000 < 0.05$, and r calculated (0.655) $>$ r table (0.195). Therefore, self-regulation has a fairly strong correlation with learning motivation, according to Guilford's interpretation guidelines.
4. Self-efficacy and self-regulation simultaneously have a significant correlation with learning motivation. This is confirmed by multiple regression analysis, which yields the following regression equation: $Y = -13.960 + 0.475X_1 + 0.709X_2$ with an F-value = $52.772 >$ F-table = 3.08 at a 5% significance level and $df = (2;103)$, and a significance value = $0.000 < 0.05$. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The coefficient of determination (R^2) is 0.506 , meaning that 50.6% of the variation in learning motivation can be explained by the combination of self-efficacy and self-regulation, while the remaining 49.4% is attributed to other factors not examined in this study. Therefore, it can be concluded that self-efficacy and self-regulation are two key factors that jointly enhance the learning motivation of English Department students at IAIN Kerinci.

B. Suggestions

Based on the conclusions above, several recommendations can be made:

1. For lecturers, it is advisable to integrate instructional approaches that foster students' self-confidence and independent learning, such as project-based learning, individual reflection, and group discussions with authentic assessments.
2. For students, it is important to strengthen self-efficacy by setting and achieving short-term learning goals, and to enhance self-regulation strategies such as time planning, monitoring the learning process, and self-evaluation of learning outcomes.
3. For the institution, especially the faculty and study program, it is recommended to provide training or workshops focused on soft skill development that supports both self-efficacy and self-regulation. These may include time management training, independent study skills, and academic counseling.
4. For future researchers, it is suggested to explore other variables not addressed in this study, such as the role of family environment, peer support, online learning strategies, or differences in motivation based on gender or academic level.

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Appendix 1

RESEARCH QUESTIONNAIRE

Assalamu'alaikum Wr. Wb

To:

Dear Sir/Madam,

At your place,

Respectfully, along with this research questionnaire, I:

Name : Kelvin Rahmat Fajri

NIM : 2010203037

Department : English Education

Study Program : Tarbiyah and Teacher Training

Respectfully, through this research questionnaire, I kindly request your willingness to fill out this questionnaire related to the preparation of my thesis entitled **“Correlation Among Self-Efficacy, Self-Regulation, and Student Learning Motivation at the English Department at State Islamic Institute of Kerinci Academic Year 2024/2025.”** This research is solely for the purpose of my thesis. Therefore, you are expected to answer the questionnaire honestly according to the actual situation, and your identity will be kept confidential and will not be mentioned in the research report.

I would like to express my gratitude for your willingness to complete this questionnaire.

Sincerely,

Kelvin Rahmat Fajri
NIM 2010203037

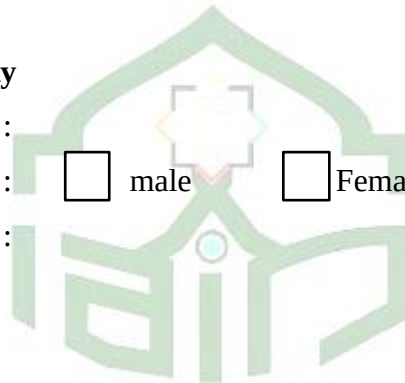
A. Instructions for Completion

1. You are expected to carefully read and understand the statements below before filling out the questionnaire.
2. Please provide answers that best reflect your personal perception of this study.
3. Put a check mark (✓) next to each statement by selecting the answer that best corresponds to how you feel, according to the following response categories:

Evaluation Criteria	Bobot
Strongly Agree (SA)	5
Agree (A)	4
Netral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

B. Respondent Identity

1. Name :
2. Gender : ☐ male ☐ Female
3. Semester :



Variable X1 Self-Efficacy

No	Statement	1	2	3	4	5
		SA	A	N	D	SD
1	I am confident that I can take good notes during lectures and organize them in a structured way.					
2.	I believe that I can successfully participate in classroom discussions.					
3	I believe that I can understand and follow lectures on complex topics.					
4	I believe that I can maintain good communication with my lecturers.					
5	I believe that I can ask the lecturer to clarify parts of the lecture that I do not understand.					
6	I believe that I can attend lectures regularly.					
7	I believe that I can understand most of the material presented in class.					
8	I believe that I can successfully communicate with lecturers personally to get to know them better.					
9	I am confident that I can build a good correlation with my English course lecturer.					
10	I believe that I can successfully answer questions from the lecturer during class.					
11	I believe that I can successfully master the material on English vocabulary.					
12	I believe that I can successfully master the material on English grammar.					
13	I believe that I can successfully pass the exam.					

Variable X2 Self-Regulation

No	Statement	1	2	3	4	5
		SA	A	N	D	SD
1	I ask myself questions to ensure that I have understood the learning material.					
2.	When faced with a difficult task, I usually give up or only study the easy parts.					
3	I complete practice exercises and answer questions at the end of the chapter, even though they are not required.					
4	Even though the study material is boring and uninteresting, I still finish it.					
5	Before I start studying, I think about what I need to do in order to study effectively.					
6	I often read in class but don't really know what I am actually learning.					
7	I feel that when the lecturer explains, I often daydream and lose focus while they are speaking.					
8	When reading, I occasionally stop and review what I have read.					
9	I work hard to get good grades, even if I don't like the class.					

Variable Y Learning Motivation

No	Statement	1	2	3	4	5
		SA	A	N	D	SD
1	I study English to improve my English skills.					
2.	Studying English will make me more comfortable speaking in English.					
3	Studying English allows me to participate in cultural group activities.					
4	I study English because it is something I have always wanted to do.					
5	I study English because I enjoy learning it.					
6	Studying English is useful for getting a better job.					
7	I study English because I need it to pursue higher education.					
8	I study English because I want to succeed in my exams.					
9	I study English to make my family proud.					
10	I feel that no one is truly educated unless they are fluent in English.					

Appendix 2

Data Tabulation

No.	Responden	Semester	JK	Self-Efficacy (X1)													
				General Self-Competence					Communication with the Lecturer				Attendance in Lectures				Total
				1	3	6	7	8	4	5	9	10	1	11	12	13	
1	BI.1-1	I	LK	5	5	5	5	5	5	5	5	5	5	5	5	5	65
2	BI.1-2	I	LK	5	5	5	4	4	5	5	5	3	5	5	5	5	61
3	BI.1-3	I	LK	5	4	4	4	5	4	5	4	5	3	4	4	5	56
4	BI.1-4	I	LK	4	5	3	5	3	5	5	3	5	4	5	5	5	57
5	BI.1-5	I	LK	5	5	5	5	4	5	5	4	3	5	5	5	5	61
6	BI.1-6	I	PR	5	5	5	4	5	5	5	5	2	5	4	5	5	60
7	BI.1-7	I	LK	5	3	3	5	4	4	4	4	3	5	5	4	4	53
8	BI.1-8	I	PR	4	4	3	3	3	5	4	3	5	4	5	5	4	52
9	BI.1-9	I	PR	5	5	3	5	4	5	4	3	3	4	5	5	4	55
10	BI.1-10	I	PR	5	5	5	5	5	5	5	5	2	5	5	5	5	62
11	BI.1-11	I	PR	4	3	3	3	3	4	3	3	3	4	4	4	3	44
12	BI.1-12	I	LK	5	5	5	5	5	5	5	5	5	5	5	5	5	65
13	BI.1-13	I	LK	5	5	5	5	5	5	5	5	5	5	5	5	5	65
14	BI.1-14	I	PR	5	4	4	4	5	3	4	3	5	4	5	3	4	53
15	BI.1-15	I	LK	5	3	3	5	3	5	5	3	5	5	5	5	5	57
16	BI.1-16	I	PR	4	3	3	3	3	5	5	3	3	4	4	5	5	50
17	BI.1-17	I	LK	5	3	3	5	3	3	4	3	2	3	5	3	4	46
18	BI.1-18	I	LK	5	3	3	5	3	3	4	3	5	4	5	3	4	50
19	BI.1-19	I	PR	5	4	5	5	5	5	5	5	4	5	5	5	5	63
20	BI.1-20	I	PR	5	3	5	5	5	4	5	3	5	5	4	4	5	58
21	BI.1-21	I	PR	5	4	3	4	3	5	4	3	5	5	5	5	4	55

22	BI.1-22	I	PR	5	3	5	5	4	5	3	3	5	4	5	5	3	55
23	BI.1-23	I	LK	5	3	4	4	5	4	4	4	5	5	5	4	4	56
24	BI.1-24	I	LK	5	3	3	4	4	4	4	4	3	5	5	4	4	52
25	BI.1-25	I	LK	5	5	5	4	4	4	3	4	5	5	5	4	3	56
26	BI.1-26	I	LK	5	3	3	4	5	5	5	3	5	4	5	5	5	57
27	BI.1-27	I	PR	5	4	4	4	4	4	4	4	3	4	4	4	4	52
28	BI.1-28	I	PR	5	3	5	4	5	5	5	3	5	4	5	5	5	59
29	BI.1-29	I	LK	5	4	4	5	5	5	4	4	5	4	5	5	4	59
30	BI.1-30	I	PR	5	5	3	5	5	4	4	3	4	4	5	4	4	55
31	BI.1-31	I	PR	4	5	3	4	5	5	4	4	3	5	4	5	4	55
32	BI.1-32	I	LK	5	3	3	5	2	3	3	3	3	5	5	3	3	46
33	BI.1-33	I	PR	5	4	5	4	5	5	5	5	5	5	5	5	5	63
34	BI.1-34	I	PR	5	3	5	5	5	5	4	5	2	5	5	5	4	58
35	BI.1-35	I	LK	5	3	3	3	4	4	3	3	2	4	4	4	3	45
36	BI.1-36	I	LK	5	3	3	3	5	4	4	3	3	5	5	4	4	51
37	BI.1-37	I	PR	5	4	4	4	4	4	5	4	4	4	5	4	5	56
38	BI.1-38	I	LK	5	3	3	5	3	4	4	3	5	5	5	4	4	53
39	BI.1-39	I	PR	5	3	2	3	5	5	5	3	3	4	5	5	5	53
40	BI.1-40	I	LK	5	4	5	5	4	5	4	4	5	5	5	5	4	60
41	BI.3-1	III	PR	3	4	4	4	3	3	4	5	5	4	5	3	4	51
42	BI.3-2	III	LK	5	3	4	3	4	4	3	4	4	4	5	4	3	50
43	BI.3-3	III	PR	3	3	4	5	3	3	4	3	2	4	4	3	4	45
44	BI.3-4	III	PR	5	4	5	4	5	5	4	5	4	5	5	5	4	60
45	BI.3-5	III	PR	5	5	5	5	5	5	5	5	5	5	5	5	5	65
46	BI.3-6	III	PR	5	5	4	3	3	4	4	5	3	4	4	4	4	52
47	BI.3-7	III	PR	5	5	4	5	3	4	4	5	3	5	5	4	4	56
48	BI.3-8	III	PR	5	3	4	4	3	4	3	3	5	5	5	4	3	51
49	BI.3-9	III	LK	5	5	4	5	5	4	5	5	4	5	5	4	5	61
50	BI.3-10	III	LK	3	3	3	4	3	3	4	3	3	3	4	3	4	43

51	BI.3-11	III	PR	3	3	3	4	3	5	3	3	2	3	3	5	3	43
52	BI.3-12	III	PR	5	3	3	5	4	4	5	4	5	5	5	4	5	57
53	BI.3-13	III	PR	5	3	3	4	5	4	3	3	3	4	5	4	3	49
54	BI.3-14	III	PR	5	4	4	4	3	5	5	4	4	5	5	5	5	58
55	BI.3-15	III	PR	5	4	4	4	4	4	4	4	3	4	4	4	4	52
56	BI.3-16	III	PR	4	5	4	3	3	3	5	3	3	4	4	3	5	49
57	BI.3-17	III	LK	5	3	3	5	5	5	3	3	5	5	5	5	3	55
58	BI.3-18	III	PR	5	5	5	5	5	4	5	5	4	5	3	4	5	60
59	BI.3-19	III	LK	5	3	3	4	3	5	5	4	3	5	5	5	5	55
60	BI.3-20	III	LK	5	5	4	5	4	5	5	4	4	5	5	5	5	61
61	BI.5-1	V	PR	4	5	4	4	4	5	5	2	4	5	4	5	5	56
62	BI.5-2	V	LK	5	4	4	5	5	5	5	5	4	5	5	5	5	62
63	BI.5-3	V	LK	5	5	4	5	4	4	4	4	4	4	5	4	4	56
64	BI.5-4	V	PR	5	5	3	3	5	5	4	3	3	4	5	5	4	54
65	BI.5-5	V	PR	5	4	3	5	5	4	4	5	5	5	4	4	4	57
66	BI.5-6	V	LK	5	3	3	5	4	4	3	3	5	4	5	4	3	51
67	BI.5-7	V	LK	5	3	3	5	4	4	4	4	4	4	5	4	4	53
68	BI.5-8	V	PR	5	3	4	3	3	4	3	4	3	4	4	4	3	47
69	BI.5-9	V	PR	5	5	5	4	5	5	4	3	3	5	5	5	4	58
70	BI.5-10	V	PR	5	4	5	4	5	5	4	3	3	4	5	5	4	56
71	BI.5-11	V	LK	5	5	5	5	5	5	5	5	5	5	5	5	5	65
72	BI.5-12	V	PR	5	3	3	5	5	3	3	3	3	3	5	3	3	47
73	BI.5-13	V	PR	5	3	4	5	5	5	5	3	3	4	5	5	5	57
74	BI.5-14	V	LK	5	3	3	5	3	4	5	3	5	4	5	4	5	54
75	BI.5-15	V	PR	5	3	4	5	5	4	5	3	3	4	5	4	5	55
76	BI.5-16	V	PR	5	4	4	4	4	4	4	4	3	4	4	4	4	52
77	BI.5-17	V	LK	5	5	5	4	4	5	5	3	5	4	5	5	5	60
78	BI.7-1	VII	PR	4	3	5	5	4	5	4	3	4	5	3	5	4	54
79	BI.7-2	VII	LK	5	3	3	3	3	4	4	4	4	4	5	4	4	50

80	BI.7-3	VII	PR	4	2	4	4	3	4	5	5	5	5	5	4	5	55
81	BI.7-4	VII	PR	5	5	4	5	5	5	4	5	5	5	5	5	4	62
82	BI.7-5	VII	LK	5	5	5	5	5	5	5	5	5	5	5	5	5	65
83	BI.7-6	VII	PR	5	5	4	5	4	5	5	3	5	5	5	5	5	61
84	BI.7-7	VII	LK	3	3	3	5	3	5	5	2	3	3	5	5	5	50
85	BI.7-8	VII	PR	5	3	3	3	4	3	3	3	3	3	5	3	3	44
86	BI.7-9	VII	PR	5	5	4	4	4	4	5	5	5	3	5	4	5	58
87	BI.7-10	VII	PR	5	4	3	4	3	3	4	3	3	4	5	3	4	48
88	BI.7-11	VII	PR	5	3	3	4	4	4	4	3	5	5	5	4	4	53
89	BI.7-12	VII	LK	5	4	5	4	5	4	4	5	5	5	5	4	4	59
90	BI.7-13	VII	LK	5	5	5	5	4	4	4	5	5	5	5	4	4	60
91	BI.7-14	VII	LK	5	5	5	5	5	5	5	4	5	4	4	5	5	62
92	BI.7-15	VII	PR	5	3	4	4	4	4	4	4	3	4	4	4	4	51
93	BI.7-16	VII	LK	4	4	5	4	5	3	3	4	2	5	5	3	3	50
94	BI.7-17	VII	PR	5	4	5	3	5	3	4	5	5	4	4	3	4	54
95	BI.7-18	VII	LK	5	4	5	5	5	4	5	4	5	4	5	4	5	60
96	BI.7-19	VII	PR	5	3	3	5	3	3	4	3	5	3	5	3	4	49
97	BI.7-20	VII	LK	4	2	2	5	4	3	3	2	5	4	5	3	3	45
98	BI.7-21	VII	PR	3	3	3	3	3	3	3	3	3	4	5	3	3	42
99	BI.7-22	VII	LK	5	3	3	5	3	4	5	3	4	5	5	4	5	54
100	BI.7-23	VII	PR	5	3	4	5	5	3	3	5	3	5	5	3	3	52
101	BI.7-24	VII	PR	5	4	4	4	4	5	5	4	3	4	5	5	5	57
102	BI.7-25	VII	PR	5	5	5	4	5	5	5	5	5	5	5	5	5	64
103	BI.7-26	VII	PR	5	4	4	5	2	4	5	5	4	5	4	4	5	56
104	BI.7-27	VII	PR	5	5	5	5	5	5	5	5	5	5	5	5	5	65
105	BI.7-28	VII	LK	5	4	3	4	3	5	5	5	5	5	5	5	5	59
106	BI.7-29	VII	PR	5	5	5	5	5	5	3	3	3	5	5	5	3	57
Total				507	410	414	462	436	456	451	404	419	469	503	456	451	5838
Percentage (%)				95,66	77,36	78,11	87,17	82,26	86,04	85,09	76,23	79,06	88,49	94,91	86,04	85,09	84,73

No.	Responden	Semester	JK	Self-Regulation (X2)									Total
				Strategy Use					Self-Regulation				
				1	3	6	7	9	2	4	5	8	
1	BI.1-1	I	LK	2	5	5	5	5	5	5	5	5	42
2	BI.1-2	I	LK	5	5	4	5	5	4	3	3	5	39
3	BI.1-3	I	LK	5	4	5	5	5	4	3	4	4	39
4	BI.1-4	I	LK	4	4	3	4	5	5	5	3	5	38
5	BI.1-5	I	LK	4	4	4	5	5	5	4	5	5	41
6	BI.1-6	I	PR	5	5	5	4	5	5	3	4	4	40
7	BI.1-7	I	LK	4	5	5	4	4	4	4	4	4	38
8	BI.1-8	I	PR	5	4	3	4	5	5	5	5	3	39
9	BI.1-9	I	PR	5	5	5	4	5	5	5	4	4	42
10	BI.1-10	I	PR	5	5	5	4	5	5	5	5	5	44
11	BI.1-11	I	PR	4	4	4	4	4	4	3	3	3	33
12	BI.1-12	I	LK	3	5	5	5	5	5	5	5	5	43
13	BI.1-13	I	LK	3	5	3	5	5	5	3	3	5	37
14	BI.1-14	I	PR	5	5	4	4	5	5	5	5	5	43
15	BI.1-15	I	LK	5	5	5	5	5	5	5	3	5	43
16	BI.1-16	I	PR	4	4	4	3	5	5	5	4	4	38
17	BI.1-17	I	LK	5	5	3	3	5	5	5	3	5	39
18	BI.1-18	I	LK	3	4	3	4	5	5	3	2	4	33
19	BI.1-19	I	PR	5	5	5	5	5	5	4	5	5	44
20	BI.1-20	I	PR	5	4	4	4	5	5	4	3	5	39
21	BI.1-21	I	PR	5	5	4	4	5	5	4	4	4	40

[illegible]

51	BI.3-11	III	PR	4	4	3	3	5	5	5	3	4	36
52	BI.3-12	III	PR	3	4	4	4	5	5	5	4	5	39
53	BI.3-13	III	PR	5	5	4	4	4	4	4	4	4	38
54	BI.3-14	III	PR	5	5	4	5	5	5	5	4	5	43
55	BI.3-15	III	PR	2	5	5	5	4	4	4	4	4	37
56	BI.3-16	III	PR	4	4	5	4	5	5	4	2	3	36
57	BI.3-17	III	LK	5	5	3	5	4	4	3	3	5	37
58	BI.3-18	III	PR	5	5	3	5	3	2	5	5	5	38
59	BI.3-19	III	LK	5	5	4	5	5	5	5	5	4	43
60	BI.3-20	III	LK	2	5	5	5	5	5	4	4	5	40
61	BI.5-1	V	PR	5	4	5	5	5	5	5	4	4	42
62	BI.5-2	V	LK	5	5	5	5	5	5	4	4	4	42
63	BI.5-3	V	LK	3	4	4	5	5	5	5	5	4	40
64	BI.5-4	V	PR	5	5	5	4	5	5	3	5	4	41
65	BI.5-5	V	PR	5	5	4	5	5	5	4	4	5	42
66	BI.5-6	V	LK	5	5	4	4	5	5	5	5	5	43
67	BI.5-7	V	LK	5	2	4	3	5	5	5	2	2	33
68	BI.5-8	V	PR	5	4	4	4	5	4	4	4	4	38
69	BI.5-9	V	PR	5	5	4	5	5	5	5	5	5	44
70	BI.5-10	V	PR	5	5	4	5	5	5	5	5	5	44
71	BI.5-11	V	LK	5	5	5	5	5	5	5	5	5	45
72	BI.5-12	V	PR	5	5	5	5	5	5	5	4	5	44
73	BI.5-13	V	PR	4	4	4	4	5	5	5	5	5	41
74	BI.5-14	V	LK	5	4	4	4	5	5	4	4	5	40
75	BI.5-15	V	PR	5	5	5	4	5	5	4	5	4	42
76	BI.5-16	V	PR	4	4	4	4	5	5	4	4	4	38
77	BI.5-17	V	LK	4	4	5	4	5	5	5	3	4	39
78	BI.7-1	VII	PR	2	4	4	4	5	5	5	4	4	37
79	BI.7-2	VII	LK	3	4	3	5	5	5	4	3	4	36

80	BI.7-3	VII	PR	2	5	5	5	5	4	4	5	4	39
81	BI.7-4	VII	PR	5	5	5	5	5	5	4	3	5	42
82	BI.7-5	VII	LK	5	5	5	5	5	5	5	5	5	45
83	BI.7-6	VII	PR	5	4	5	5	5	5	3	3	5	40
84	BI.7-7	VII	LK	5	5	3	5	5	5	3	3	5	39
85	BI.7-8	VII	PR	3	3	4	3	5	5	5	5	2	35
86	BI.7-9	VII	PR	5	5	5	5	5	5	2	2	5	39
87	BI.7-10	VII	PR	5	5	5	4	5	4	3	3	4	38
88	BI.7-11	VII	PR	5	5	5	4	5	5	4	4	5	42
89	BI.7-12	VII	LK	4	5	4	5	5	5	5	4	5	42
90	BI.7-13	VII	LK	3	5	4	5	5	5	5	5	5	42
91	BI.7-14	VII	LK	4	5	4	5	5	5	4	5	5	42
92	BI.7-15	VII	PR	4	4	4	4	5	5	4	5	5	40
93	BI.7-16	VII	LK	5	5	4	4	5	5	5	2	5	40
94	BI.7-17	VII	PR	5	5	5	4	5	5	4	2	5	40
95	BI.7-18	VII	LK	4	5	5	4	5	5	5	3	4	40
96	BI.7-19	VII	PR	5	5	5	5	5	5	5	5	5	45
97	BI.7-20	VII	LK	2	5	4	4	5	5	3	2	3	33
98	BI.7-21	VII	PR	5	5	4	4	5	5	5	3	5	41
99	BI.7-22	VII	LK	5	5	4	5	5	5	5	5	4	43
100	BI.7-23	VII	PR	5	5	5	5	5	5	3	5	4	42
101	BI.7-24	VII	PR	5	4	4	5	5	5	5	4	5	42
102	BI.7-25	VII	PR	5	5	5	5	5	5	5	5	3	43
103	BI.7-26	VII	PR	5	5	5	5	5	5	5	5	5	45
104	BI.7-27	VII	PR	5	5	5	5	5	5	5	5	5	45
105	BI.7-28	VII	LK	5	5	5	5	5	5	5	2	5	42
106	BI.7-29	VII	PR	5	5	4	5	5	5	3	3	5	40
Total				464	494	463	475	520	509	458	413	470	4266
Percentage (%)				87,55	93,21	87,36	89,62	98,11	96,04	86,42	77,92	88,68	89,43

No.	Responden	Semester	JK	Learning Motivation (Y)										Total
				Intrinsic Motivation					Extrinsic Motivation					
				1	2	4	5	8	3	6	7	9	10	
1	BI.1-1	I	LK	5	5	5	5	5	5	5	5	5	5	50
2	BI.1-2	I	LK	5	5	3	5	5	4	4	3	5	3	42
3	BI.1-3	I	LK	4	5	5	3	5	3	3	5	4	5	42
4	BI.1-4	I	LK	4	3	4	4	3	2	5	3	5	3	36
5	BI.1-5	I	LK	5	4	5	3	5	5	5	5	5	5	47
6	BI.1-6	I	PR	5	5	2	2	5	4	5	5	5	4	42
7	BI.1-7	I	LK	4	4	4	4	4	4	4	4	4	4	40
8	BI.1-8	I	PR	4	3	2	2	3	2	2	2	5	2	27
9	BI.1-9	I	PR	4	3	4	3	4	4	3	3	4	3	35
10	BI.1-10	I	PR	5	5	3	3	5	5	5	5	5	5	46
11	BI.1-11	I	PR	3	3	3	3	3	3	2	2	4	3	29
12	BI.1-12	I	LK	5	5	5	5	5	5	5	5	5	5	50
13	BI.1-13	I	LK	3	4	3	5	5	3	5	5	5	5	43
14	BI.1-14	I	PR	5	4	3	3	4	5	4	3	5	5	41
15	BI.1-15	I	LK	5	5	5	5	5	3	3	3	5	3	42
16	BI.1-16	I	PR	3	4	3	4	4	4	3	4	4	4	37
17	BI.1-17	I	LK	5	3	3	3	5	3	3	5	5	3	38
18	BI.1-18	I	LK	4	4	3	5	3	3	3	3	4	4	36
19	BI.1-19	I	PR	5	5	5	5	5	5	5	5	5	5	50
20	BI.1-20	I	PR	4	4	3	3	3	3	4	5	5	4	38
21	BI.1-21	I	PR	4	4	2	3	3	4	5	5	4	4	38
22	BI.1-22	I	PR	5	5	5	5	5	3	5	5	5	5	48
23	BI.1-23	I	LK	5	5	5	3	4	4	5	4	5	4	44
24	BI.1-24	I	LK	3	4	5	4	5	5	3	2	5	5	41
25	BI.1-25	I	LK	5	4	5	4	4	4	5	4	5	5	45

26	BI.1-26	I	LK	5	5	5	5	4	4	5	3	5	3	44
27	BI.1-27	I	PR	4	4	3	3	4	4	4	4	5	3	38
28	BI.1-28	I	PR	5	3	3	3	4	3	5	4	5	4	39
29	BI.1-29	I	LK	4	5	3	3	3	3	4	4	5	4	38
30	BI.1-30	I	PR	5	5	3	3	2	3	4	3	5	3	36
31	BI.1-31	I	PR	4	5	3	4	4	4	4	4	5	5	42
32	BI.1-32	I	LK	3	3	3	3	3	3	5	3	3	3	32
33	BI.1-33	I	PR	5	5	5	5	5	5	5	5	5	5	50
34	BI.1-34	I	PR	5	5	5	5	5	3	3	3	5	5	44
35	BI.1-35	I	LK	4	4	2	2	3	5	4	5	3	3	35
36	BI.1-36	I	LK	3	3	2	3	3	4	3	4	5	3	33
37	BI.1-37	I	PR	5	4	4	4	5	5	5	5	5	5	47
38	BI.1-38	I	LK	4	3	3	2	3	3	4	4	5	3	34
39	BI.1-39	I	PR	5	5	5	5	5	3	3	3	5	3	42
40	BI.1-40	I	LK	5	5	5	5	5	5	5	5	5	5	50
41	BI.3-1	III	PR	3	5	2	3	2	3	3	3	5	3	32
42	BI.3-2	III	LK	5	4	4	5	5	5	5	5	5	4	47
43	BI.3-3	III	PR	4	4	3	2	2	2	3	3	5	5	33
44	BI.3-4	III	PR	5	5	4	5	3	3	5	5	5	5	45
45	BI.3-5	III	PR	5	5	5	5	5	5	5	5	5	5	50
46	BI.3-6	III	PR	4	5	4	3	3	4	4	4	5	3	39
47	BI.3-7	III	PR	4	4	4	2	4	4	4	3	5	5	39
48	BI.3-8	III	PR	3	5	5	3	3	3	5	4	5	5	41
49	BI.3-9	III	LK	5	4	3	4	5	3	4	4	4	4	40
50	BI.3-10	III	LK	3	3	4	3	3	3	3	3	5	3	33
51	BI.3-11	III	PR	3	4	3	3	2	3	5	5	5	4	37
52	BI.3-12	III	PR	5	4	3	4	4	3	5	4	5	4	41
53	BI.3-13	III	PR	5	4	3	3	5	4	4	4	4	3	39
54	BI.3-14	III	PR	5	4	4	4	4	4	4	4	5	4	42

55	BI.3-15	III	PR	4	4	3	3	3	4	4	4	5	4	38
56	BI.3-16	III	PR	4	4	3	3	3	3	3	3	4	3	33
57	BI.3-17	III	LK	5	5	5	5	3	3	3	3	5	5	42
58	BI.3-18	III	PR	5	4	5	5	5	5	5	5	5	5	49
59	BI.3-19	III	LK	4	3	2	4	4	5	5	4	5	3	39
60	BI.3-20	III	LK	5	5	4	4	4	5	5	5	5	4	46
61	BI.5-1	V	PR	3	5	4	4	4	4	4	4	5	4	41
62	BI.5-2	V	LK	5	5	4	3	5	5	4	4	5	5	45
63	BI.5-3	V	LK	4	4	3	4	4	4	4	4	5	4	40
64	BI.5-4	V	PR	5	5	5	4	5	5	5	5	5	4	48
65	BI.5-5	V	PR	5	5	5	4	5	5	5	5	5	5	49
66	BI.5-6	V	LK	5	4	3	4	4	3	3	3	4	4	37
67	BI.5-7	V	LK	5	2	3	2	5	5	4	5	5	2	38
68	BI.5-8	V	PR	4	4	3	3	3	4	3	3	4	3	34
69	BI.5-9	V	PR	5	4	3	5	4	3	5	4	5	5	43
70	BI.5-10	V	PR	5	4	3	5	4	3	5	4	5	5	43
71	BI.5-11	V	LK	5	5	5	5	5	5	5	5	5	5	50
72	BI.5-12	V	PR	3	4	5	5	3	3	3	3	5	5	39
73	BI.5-13	V	PR	4	4	5	5	5	5	5	5	5	5	48
74	BI.5-14	V	LK	4	4	3	5	3	4	3	3	5	4	38
75	BI.5-15	V	PR	5	4	4	4	5	3	4	4	5	4	42
76	BI.5-16	V	PR	5	4	4	3	3	4	4	4	5	4	40
77	BI.5-17	V	LK	5	4	4	4	3	3	4	5	5	4	41
78	BI.7-1	VII	PR	5	4	3	3	4	5	4	4	5	4	41
79	BI.7-2	VII	LK	5	4	4	3	3	3	3	3	5	3	36
80	BI.7-3	VII	PR	5	4	4	5	5	5	4	5	5	5	47
81	BI.7-4	VII	PR	5	5	3	3	4	3	5	5	5	5	43
82	BI.7-5	VII	LK	5	5	5	5	5	5	5	5	5	5	50
83	BI.7-6	VII	PR	4	5	3	3	5	5	5	5	5	5	45

84	BI.7-7	VII	LK	2	3	4	4	3	3	2	3	5	3	32
85	BI.7-8	VII	PR	4	3	2	2	3	4	5	4	5	2	34
86	BI.7-9	VII	PR	5	5	4	3	5	3	4	4	5	3	41
87	BI.7-10	VII	PR	4	3	2	2	3	3	3	3	4	3	30
88	BI.7-11	VII	PR	5	5	5	4	4	3	4	4	5	4	43
89	BI.7-12	VII	LK	5	5	3	4	4	4	4	5	5	5	44
90	BI.7-13	VII	LK	5	5	5	5	5	5	5	5	5	5	50
91	BI.7-14	VII	LK	5	5	4	5	4	5	4	4	5	5	46
92	BI.7-15	VII	PR	4	5	4	4	4	5	4	5	5	4	44
93	BI.7-16	VII	LK	5	5	5	4	3	3	3	4	5	5	42
94	BI.7-17	VII	PR	4	5	3	3	4	2	4	5	5	5	40
95	BI.7-18	VII	LK	5	5	5	4	4	4	3	4	5	5	44
96	BI.7-19	VII	PR	5	5	5	3	5	5	5	5	5	5	48
97	BI.7-20	VII	LK	3	4	2	2	2	2	2	2	3	2	24
98	BI.7-21	VII	PR	5	4	2	3	3	3	4	2	5	5	36
99	BI.7-22	VII	LK	4	4	3	3	3	5	3	3	4	3	35
100	BI.7-23	VII	PR	3	5	3	3	3	3	4	3	3	4	34
101	BI.7-24	VII	PR	4	5	4	4	5	5	5	5	5	3	45
102	BI.7-25	VII	PR	3	4	3	3	3	3	3	3	3	3	31
103	BI.7-26	VII	PR	5	5	5	5	5	5	5	5	5	5	50
104	BI.7-27	VII	PR	5	5	5	5	5	5	5	5	5	5	50
105	BI.7-28	VII	LK	3	5	2	3	2	2	3	3	5	5	33
106	BI.7-29	VII	PR	5	3	3	2	2	3	2	3	5	3	31
Total				465	455	393	393	417	405	430	425	506	432	4321
Percentage (%)				87,74	85,85	74,15	74,15	78,68	76,42	81,13	80,19	95,47	81,51	81,53

Appendix 3

Data Recapitulation

No.	X1	X2	Y
1	65	42	50
2	61	39	42
3	56	39	42
4	57	38	36
5	61	41	47
6	60	40	42
7	53	38	40
8	52	39	27
9	55	42	35
10	62	44	46
11	44	33	29
12	65	43	50
13	65	37	43
14	53	43	41
15	57	43	42
16	50	38	37
17	46	39	38
18	50	33	36
19	63	44	50
20	58	39	38
21	55	40	38
22	55	39	48
23	56	43	44
24	52	40	41
25	56	42	45
26	57	44	44
27	52	37	38
28	59	40	39
29	59	40	38
30	55	41	36
31	55	43	42
32	46	42	32
33	63	42	50
34	58	42	44
35	45	36	35
36	51	38	33
37	56	44	47
38	53	35	34
39	53	40	42

40	60	42	50
41	51	35	32
42	50	45	47
43	45	34	33
44	60	42	45
45	65	45	50
46	52	41	39
47	56	41	39
48	51	42	41
49	61	38	40
50	43	35	33
51	43	36	37
52	57	39	41
53	49	38	39
54	58	43	42
55	52	37	38
56	49	36	33
57	55	37	42
58	60	38	49
59	55	43	39
60	61	40	46
61	56	42	41
62	62	42	45
63	56	40	40
64	54	41	48
65	57	42	49
66	51	43	37
67	53	33	38
68	47	38	34
69	58	44	43
70	56	44	43
71	65	45	50
72	47	44	39
73	57	41	48
74	54	40	38
75	55	42	42
76	52	38	40
77	60	39	41
78	54	37	41
79	50	36	36
80	55	39	47
81	62	42	43
82	65	45	50
83	61	40	45

84	50	39	32
85	44	35	34
86	58	39	41
87	48	38	30
88	53	42	43
89	59	42	44
90	60	42	50
91	62	42	46
92	51	40	44
93	50	40	42
94	54	40	40
95	60	40	44
96	49	45	48
97	45	33	24
98	42	41	36
99	54	43	35
100	52	42	34
101	57	42	45
102	64	43	31
103	56	45	50
104	65	45	50
105	59	42	33
106	57	40	31

Appendix 4

Results of Instrument Validity Test

No. Butir Soal	Rtabel	Efikasi Diri (X1)	
		Rhitung	Ket.
Item 1	0,195	.477**	Valid
Item 2	0,195	.640**	Valid
Item 3	0,195	.658**	Valid
Item 4	0,195	.425**	Valid
Item 5	0,195	.544**	Valid
Item 6	0,195	.668**	Valid
Item 7	0,195	.661**	Valid
Item 8	0,195	.599**	Valid
Item 9	0,195	.469**	Valid
Item 10	0,195	.581**	Valid
Item 11	0,195	.259**	Valid
Item 12	0,195	.668**	Valid
Item 13	0,195	.661**	Valid
No. Butir Soal	Rtabel	Regulasi Diri (X2)	
		Rhitung	Ket.
Item 1	0,195	.417**	Valid
Item 2	0,195	.574**	Valid
Item 3	0,195	.424**	Valid
Item 4	0,195	.519**	Valid
Item 5	0,195	.365**	Valid
Item 6	0,195	.401**	Valid
Item 7	0,195	.447**	Valid
Item 8	0,195	.557**	Valid
Item 9	0,195	.613**	Valid
No. Butir Soal	Rtabel	Motivasi Belajar (Y)	
		Rhitung	Ket.
Item 1	0,195	.623**	Valid
Item 2	0,195	.607**	Valid
Item 3	0,195	.711**	Valid
Item 4	0,195	.678**	Valid
Item 5	0,195	.779**	Valid
Item 6	0,195	.651**	Valid

Item 7	0,195	.703 ^{**}	Valid
Item 8	0,195	.718 ^{**}	Valid
Item 9	0,195	.497 ^{**}	Valid
Item 10	0,195	.700 ^{**}	Valid



Appendix 5

Instrument Reliability Test Results

Variabel	Cronbach's Alpha	Keterangan
Self-Efficacy (X1)	0,819	Reliabel
Self-Regulation (X2)	0,751	Reliabel
Learning Motivation (Y)	0,863	Reliabel



Appendix 6

Respondent Achievement Levels (RAL)

X1 – Self-Efficacy

No.	Total		
	Frequency	Score	Percentage (%)
General Self-Competence			
1	106	507	95,66
3	106	410	77,36
6	106	414	78,11
7	106	462	87,17
8	106	436	82,26
Average			84,1
Communication with the Lecturer			
4	106	456	86,04
5	106	451	85,09
9	106	404	76,23
10	106	419	79,06
Average			81,6
Attendance in Lectures			
2	106	469	88,49
11	106	503	94,91
12	106	456	86,04
13	106	451	85,09
Average			88,6
Total Average			84,73

X2 - Self-Regulation

No.	Total		
	Frequency	Score	Percentage (%)
Strategy Use			
1	106	464	87,55
3	106	494	93,21
6	106	463	87,36
7	106	475	89,62
9	106	520	98,11
Average			91,2
Self-Regulation			
2	106	509	96,04
4	106	458	86,42
5	106	413	77,92
8	106	470	88,68
Average			87,3
Total Average			89,43

Y - Learning Motivation

No.	Total		
	Frequency	Score	Percentage (%)
Intrinsic Motivation			
1	106	465	87,74
2	106	455	85,85
4	106	393	74,15
5	106	393	74,15
8	106	417	78,68
Average			80,1
Extrinsic Motivation			
3	106	405	76,42
6	106	430	81,13
7	106	425	80,19
9	106	506	95,47
10	106	432	81,51
Average			82,9
Total Average			81,53



Appendix 7

Descriptive Statistical Analysis Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Efficacy	106	42	65	55,08	5,671
Self-Regulation	106	33	45	40,25	3,014
Learning Motivation	106	24	50	40,76	5,923
Valid N (listwise)	106				



Appendix 8

Results of Data Analysis Prerequisite Tests for Customers

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		106
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,16227872
Most Extreme Differences	Absolute	,089
	Positive	,059
	Negative	-,089
Kolmogorov-Smirnov Z		,919
Asymp. Sig. (2-tailed)		,367

a. Test distribution is Normal.

b. Calculated from data.

Heteroscedasticity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,456	3,773		,651	,517
Self-Efficacy	-,030	,056	-,062	-,540	,591
Self-Regulation	,057	,106	,062	,540	,591

a. Dependent Variable: Abs_RES

Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-13,960	5,659		-2,467	,015		
Self-Efficacy	,475	,084	,455	5,643	,000	,737	1,358
Self-Regulation	,709	,159	,361	4,472	,000	,737	1,358

a. Dependent Variable: Motivasi Belajar

Appendix 9

Hypothesis Test Results

Multiple Linear Regression and t-Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-13,960	5,659		-2,467	,015
Self-Efficacy	,475	,084	,455	5,643	,000
Self-Regulation	,709	,159	,361	4,472	,000

a. Dependent Variable: Motivasi Belajar

F-Test (Simultaneous) Results

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1864,025	2	932,012	52,772	.000 ^b
Residual	1819,079	103	17,661		
Total	3683,104	105			

a. Dependent Variable: Motivasi Belajar

b. Predictors: (Constant), Regulasi Diri, Efikasi Diri

Coefficient of Determination (R²) Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	,506	,497	4,202

a. Predictors: (Constant), Regulasi Diri, Efikasi Diri

Appendix 10

Pearson Correlation Test Results

Correlations

		Efikasi Diri	Regulasi Diri	Motivasi Belajar
Efikasi Diri	Pearson Correlation	1	.513**	.640**
	Sig. (2-tailed)		,000	,000
	N	106	106	106
Regulasi Diri	Pearson Correlation	.513**	1	.594**
	Sig. (2-tailed)	,000		,000
	N	106	106	106
Motivasi Belajar	Pearson Correlation	.640**	.594**	1
	Sig. (2-tailed)	,000	,000	
	N	106	106	106

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



CURRICULUM VITAE



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Gender : Male
Religion : Islam
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Parents' Names

Father : Dedi Sasrial
Mother : Heni Susanti

Parents' Occupations

Father : TNI AD
Mother : Housewife

Educational Background:

No	Name of School	Location	Year of Graduation
1	Public Elementary School No. 75/III	Koto Rendah	2014
2	Public Junior High School (SMPN) 22 Kerinci	Sungai Pegéh	2017
3	Public Senior High School (SMAN) 4 Kerinci	Tutung Bungbuk	2020
4	State Institute for Islamic Studies (IAIN) Kerinci	Sungai Liuk	2024