# Correlation between Self-Efficacy and Motivation with Self-Direct Learning of Elementary School Students

Hanifah Dian Alfiyah[1*], Wahdan Najib Habiby[2]

[1,2] Universitas Muhammadiyah Surakarta, Indonesia

Students' low self-directed learning is often attributed to insufficient external support, leading to poor academic habits and dependency on rewards. Such conditions may reduce knowledge retention and weaken both self-efficacy and learning motivation. Despite its importance, the interplay between internal factors like self-efficacy and learning motivation in fostering self-directed learning among elementary students remains underexplored. This study investigates the relationship between self-efficacy and motivation to learn through self-directed learning in upper-grade elementary students in Surakarta. Using a quantitative correlational approach, data were collected from 140 students through Proportional Random Sampling and analyzed using product moment and multiple correlation techniques. The findings show a significant positive correlation between self-efficacy and self-directed learning ($r = 0.556$, $p < 0.05$), and between learning motivation and self-directed learning ($r = 0.630$, $p < 0.05$). Both variables together also significantly correlate with self-directed learning ($R = 0.649$, $p < 0.05$). This study empirically confirms the dual role of self-efficacy and motivation as predictors of self-directed learning among elementary students. The results highlight the importance of fostering internal factors to enhance learning independence, while encouraging further research into additional influences such as external support, time management, and learning strategies.

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

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

## INTRODUCTION

A country is considered to have high quality in terms of its education, as education is a key asset in enhancing the human resources of its population. Education serves as a platform to create an effective environment and process to develop students' potential through efforts and plans, resulting in individuals who are devout, independent, have personality, are ethically intelligent, and beneficial to themselves, society, and the nation. According to (Martunis, Safraturrina, 2016), education is a crucial aspect of human life, as it allows individuals to develop better, aiming to create a generation with dignity, independence, and full of achievements. From the perspective of psychology, teaching plays a vital role in guiding a person's life, from birth until the end of life, with each individual having their own way of developing themselves. Education cannot run perfectly without the development of psychology, character, and personality, which are reflected in human psychology (Ujud et al., 2023). The learning process involves mental and emotional aspects, including thinking and feeling. The activity of both cannot be observed by others, so mental and emotional aspects or thinking and feeling can only be experienced by the individual themselves (Ubabuddin, 2019). This is also stated by Suarim & Neviyarni (2021), where learning is a process of change that occurs when we go through training activities. From an educational perspective, learning means enhancing behavior and acquiring individual skills. Therefore, changes in the way or process of learning reflect the improvement of the psychological functions that are fundamental conditions.

Learning is a process that requires changes in individual responsibility. In short, individuals must also be aware of the process to enable behavioral change. Therefore, it is important for students to be present in the learning process. Independence in learning is the ability to carry out learning activities independently according to their desire to master a subject, which can be used to solve problems they face (Amalia et al., 2018). By instilling independence in learning, it can foster independent learning character and motivate students to learn through their own desire, teaching them responsibility and confidence when faced with challenges (Kurniawati, 2016). According to Suhandi & Kurniasri (2019), independence is one of the key factors determining success in the learning process, so every student needs to possess the attitude of independent learning to achieve success in learning. This is similarly stated by Ningsih & Nurrahmah (2016), who assert that independence in learning is crucial and must exist in students. With this independence, students can organize and have the opportunity to direct their feelings without external influence. A person who is independent tends not to rely on others, is more initiative in solving problems without help, and strives to achieve the learning success they desire.

Through student independence, they will be encouraged to delve deeper into the material taught by the educator, and subsequently seek sources of materials they can access. Through these activities, students not only acquire the curriculum but also competencies in knowledge and skills to explore material sources according to their needs. Therefore,

independence is necessary for students to ensure that educational goals are achieved in the learning process. Similarly, Sugandi (2013) states that independence in learning activities reflects a proactive attitude in the learning process, including the ability to identify learning needs, set goals, monitor and manage learning performance, face difficulties as challenges, determine appropriate strategies, and evaluate the process and its results. One factor influencing independence in individuals is self-efficacy. According to Woolfolk, the independence within a person will have knowledge of effective learning strategies combined with self-control and motivation, which makes learning more efficient and easier (Masdudi, 2019).

Determined, calm, and pressure-free attitudes are characteristics of someone with high self-efficacy. Self-efficacy refers to an individual's belief in their ability to perform a behavior according to their expectations about the potential consequences of that behavior. A person with high self-efficacy believes they can do something to change events around them, in contrast to someone with low self-efficacy, who believes they cannot accomplish anything, finds situations difficult, and easily gives (Zagoto, 2019). This condition later impacts their lack of confidence, as well as a decrease in self-efficacy, often due to low motivation among students. According to Sunarti Rahman (2021), a student's learning success can be observed through their motivation. Students with high learning motivation tend to perform better than those with low motivation. The higher the motivation, the higher the effort or enthusiasm someone puts into activities and the results they achieve. Similarly, Adan (2023) states that motivation can be seen as energy or force within a student, which can lead to higher levels of effort, whether sourced internally or externally. The stronger the motivation, the more it determines the quality of behavior shown, both in learning contexts and in other life aspects.

The absence of self-efficacy in students can affect their learning outcomes. A study by Laksono (2022), showed that many students still have low self-efficacy. This is often due to insufficient or lack of sleep, frequent drowsiness, and anxiety. In addition Siahaan & Meilani (2019), reported a lack of discipline in students during learning activities, with students tending to avoid difficult tasks, perceiving tasks as pressure rather than challenges, and complaining when given assignments by teachers. This situation also impacts students' learning motivation, where changes affect their enthusiasm, interest, and seriousness in participating in the learning process and achieving better results. According to Kumaladewi & Setyorini (2022), self-efficacy can influence an individual's actions or activities, such as in completing assignments. Self-efficacy is a form of belief in one's ability, influencing how one regulates and implements behavior plans and actions required to achieve goals, as suggested by Bandura (Pambudi et al., 2022).

The balance between self-efficacy and motivation in relation to self-directed learning is an interesting aspect to explore further, especially at SD Al-Irsyad Surakarta. Initial observations indicate a tendency among students who believe only the smartest students will succeed in completing assignments given by teachers. As a result, students who

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct Learning of Elementary School Students.

perceive themselves as less capable avoid working on assignments and fail to seek help from other sources, such as teachers or more knowledgeable peers. Instead, they choose to avoid tasks and assume that assignments are too difficult. Some even copy their peers' work, focusing only on completing the task and submitting it, without concern for the quality of their work. This indicates a lack of self-efficacy and learning motivation, as students do not understand the material or instructions presented by educators. This issue results in students not absorbing the material fully, leading to low mastery of the subject matter. This shows a lack of belief in their ability to complete the tasks. The novelty of this research lies in its focus on a specific context, namely the upper-grade students at SD Al-Irsyad Surakarta, which has not been extensively explored. Preliminary observations reveal a unique phenomenon related to the lack of self-confidence and motivation, which impacts students' self-directed learning at this school. This study aims to provide not only an understanding of the actual field conditions but also a solid empirical foundation for developing targeted educational interventions regarding the relationship between these variables in the context of SD Al-Irsyad Surakarta.

## METHODS

This study is a quantitative research using a correlational design, aiming to investigate the extent to which variations in one variable are related to variations in one or more other variables based on the correlation coefficient. The purpose of this study is to determine whether there is a relationship between two or more variables within a group of subjects specifically, whether there is a significant relationship between self-efficacy (independent), learning motivation (independent), and students' self-directed learning (dependent) among upper-grade elementary school students.

### 1. Research Location and Time

This study was conducted at SD Al-Irsyad Surakarta, located at Jl. KH. Samanhudi No.6, Kedung Lumbu, Pasar Kliwon District, Surakarta City, Central Java, with postal code 57133. The research took place from September to January, according to the planned schedule. The selection of SD Al-Irsyad Surakarta as the research site was based on the diversity of student characteristics and the implementation of learning approaches that support the development of self-directed learning, supported by a conducive learning environment and adequate educational facilities.

### 2. Research Subject

The population in this study consisted of upper-grade students, specifically grades four, five, and six, with a total of 220 students. The sample was drawn using a probability sampling technique. Through this method, a total of 140 students were randomly selected and included as the research sample, ensuring that the results obtained could more accurately and objectively reflect the condition of the population.

### 3. Data Collection Techniques

Data were collected using questionnaires designed to measure the intensity of the relationships among variables. The questionnaires were systematically structured to assess the levels of the three focal variables in this study. Responses to each statement were measured using a modified Likert scale with four response options, eliminating the neutral choice to encourage respondents to provide clear answers. The statements were constructed based on indicators relevant to each variable: the self-efficacy variable consisted of aspects such as level, generality, and strength; the learning motivation variable included internal and external aspects; and the self-directed learning variable comprised emotional independence, behavioral independence, and value independence.

### 4. Data Analysis Technique

The data analysis applied a statistical approach. Prior to the main analysis, a preliminary analysis was conducted to assess the baseline conditions of students in class. After the questionnaire design and expert validation process, the instrument underwent a validity test, resulting in a reduction from the initial 75 items to 69 valid items, with 6 items eliminated. Specifically, for the self-efficacy variable, the items decreased from 25 to 23; for the learning motivation variable, from 25 to 22; and for the self-directed learning variable, from 25 to 24.

Reliability tests indicated that all variables were reliable, with correlation coefficients of 0.817 for self-efficacy, 0.745 for learning motivation, and 0.820 for self-directed learning. In this study, three main prerequisite tests were conducted: the normality test with a significance value greater than 0.05 ($0.20 > 0.05$); the homogeneity test with significance values of $0.202 > 0.05$ for self-efficacy and $0.295 > 0.05$ for learning motivation; and the linearity test, which showed significant values of 0.000 (sig < 0.05) for both self-efficacy and learning motivation in relation to self-directed learning. These tests ensured that the data met the assumptions required for statistical analysis. Furthermore, for the first and second hypothesis testing, the product-moment correlation formula was used to analyze the relationships between variables. For the third hypothesis testing, multiple correlation techniques were applied to analyze the relationships among more than two variables simultaneously, in order to obtain more comprehensive results.

## FINDINGS AND DISCUSSION

The research data obtained through various instruments provides a detailed depiction of the score distribution, data categories, as well as the relationship between the two independent variables both individually and jointly. These findings not only offer insights into field conditions but also provide a broader understanding of appropriate strategies to enhance self-efficacy and learning motivation, thereby

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct Learning of Elementary School Students.

optimally supporting the development of students' self-directed learning. The following is a presentation of the data analysis results for each variable and the relationship between them.

## 1. Data Description

The data description aims to provide a general overview of the distribution of the data collected in this study. The research data was obtained through the distribution of questionnaires covering the research variables (self-efficacy, learning motivation, and self-directed learning) completed by all students in the sample. The descriptive data for each variable includes the highest score, lowest score, mean, and standard deviation, with the results presented in table 1.

[Table 1. about here]

Based on the results of the data analysis in table 1, each variable can be described as follows:

For the self-efficacy variable, based on dimensions proposed by Albert Bandura (2006), it consists of three aspects with six derived indicators: (1) the level aspect with indicators of having high confidence and effort, as well as thorough planning; (2) the generality aspect with indicators of having confidence in one's ability to handle various tasks and to face social situations. The descriptive statistics test results showed a highest score of 86, a lowest score of 51, a mean of 65.38, and a standard deviation of 7.201.

For the learning motivation variable, based on Uno (2011) theory, it consists of two aspects with six derived indicators: (1) the internal aspect with indicators of the desire and aspiration to succeed, the drive and need to learn, and future hopes and dreams; (2) the external aspect with indicators of rewards in learning, engaging activities, and a conducive learning environment. The descriptive statistics showed a highest score of 85, a lowest score of 48, a mean of 65.41, and a standard deviation of 7.533.

For the self-direct learning variable, based on aspects proposed by Steinberg Desmita (2016), it consists of three aspects and three derived indicators: emotional independence, behavioral independence, and value independence. The descriptive statistics showed a highest score of 90, a lowest score of 54, a mean of 70.63, and a standard deviation of 6.529.

## 2. Self-Efficacy Variable Data Distribution

Based on 23 questionnaire items on self-efficacy, the data showed a highest score of 86, a lowest score of 51, a mean of 65.38, and a standard deviation of 7.201, as seen in table 1. A clear picture of the class intervals for the self-efficacy variable is shown in the following table, along with the frequency and percentage for each interval.

[Table 2. about here]

Based on the results of the class interval frequency analysis in table 2, the next step is to determine the tendency level of the self-efficacy variable using the ideal mean (Mi) and standard deviation (SD). The data from this tendency test are presented in table 3.

[Table 3. about here]

Based on the results of the data analysis in table 3, it can be concluded that the tendency of the self-efficacy variable falls into the moderate category at 68.6%. Self-efficacy consists of three aspects: level, generality, and strength. If assessed according to these three aspects, it can be seen that the average student scores high in the level aspect (high confidence and effort with thorough planning), moderate in generality (perceived ability to complete tasks or solve problems), and low in strength (confidence and commitment in learning activities).

Low self-efficacy in the strength aspect indicates that students lack strong confidence and high commitment towards their learning activities and goals. Students with high generality can easily believe in their abilities to tackle various tasks and social situations, while students with high level demonstrate strong belief and effort supported by careful planning.

## 3. Learning Motivation Variable Data Distribution

Based on 22 questionnaire items on learning motivation, the data showed a highest score of 85, a lowest score of 48, a mean of 65.41, and a standard deviation of 7.533, as seen in table 1. A clear picture of the class intervals for the learning motivation variable is presented in the following table, along with the frequency and percentage for each interval.

[Table 4. about here]

Based on the results of the class interval frequency analysis in table 4, the tendency level of the learning motivation variable was identified using the ideal mean (Mi) and standard deviation (SD). The data from this tendency test are presented in table 5.

[Table 5. about here]

Based on the results of the data analysis in table 5, it can be concluded that the tendency of the learning motivation variable falls into the moderate category at 63.6%. Learning motivation consists of two main aspects: internal and external factors. When viewed based on the average of each measured aspect, higher scores are found in internal indicators, such as the desire and aspiration to succeed, the drive and need to learn, and future goals. Meanwhile, lower scores appear in external indicators, such as rewards in learning, engaging activities, and a conducive learning environment.

Interestingly, learning motivation with external aspects yielded higher scores compared to internal

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

aspects. This shows that rewards, engaging activities, and a conducive environment are crucial in enhancing students' learning motivation. On the other hand, lower internal motivation scores indicate that students have less desire and aspiration to succeed, less drive and need to learn, and lower future goals.

## 4. Self-direct Learning Variable Data Distribution

Based on 24 questionnaire items on self-directed learning, the data showed a highest score of 90, a lowest score of 54, a mean of 70.63, and a standard deviation of 6.529. A clear picture of the class intervals for the self-directed learning variable is presented in the following table, along with the frequency and percentage for each interval.

[Table 6. about here]

Based on the results of the class interval frequency analysis in table 6, the tendency level of the self-directed learning variable was identified using the ideal mean (Mi) and standard deviation (SD). The data from this tendency test are presented in table 7.

[Table 7. about here]

Based on the results of the data analysis in table 7, it can be concluded that the tendency of the self-directed learning variable falls into the moderate category at 67.1%. When viewed based on the average of each aspect measured, the highest scores appeared in the emotional independence aspect, indicated by close interpersonal relationships (e.g., with teachers or parents). Moderate scores appeared in behavioral independence, which reflects an individual's ability to act independently shown by making decisions without depending on others and being aware of personal responsibility. Students in this category show a fair level of independence but still require guidance or support in making complex decisions. The lowest scores appeared in value independence, indicating that students struggle to understand and apply principles of right and wrong, or distinguish what is important and not.

High value independence shows students are able to internalize principles of right and wrong and identify what is meaningful to them. High emotional independence shows strong emotional connections with teachers or parents. Low behavioral independence indicates students still struggle to make independent decisions and have yet to fully develop responsibility for themselves.

The comparison between self-efficacy and learning motivation reveals a moderate positive correlation with self-directed learning. This indicates that the self-efficacy of upper-grade students at SD Al-Irsyad Surakarta is not yet optimal for enhancing their self-directed learning. These students, with relatively similar ages, demonstrate characteristics of the concrete operational stage, with

learning based on direct experience and observation. Despite possessing strong self-efficacy in specific areas, its consistent application in real actions remains limited, presumably due to cognitive constraints. This results in a non-significant contribution of self-efficacy to self-directed learning, impacting student learning motivation. With cognitive progression to the formal operational stage, the ability to implement beliefs in actions is expected to increase, consequently leading to a greater contribution of self-efficacy to both self-directed learning and learning motivation.

## 5. The Relationship between Self-Efficacy with Self-direct Learning of Upper-grade Students at SD Al-Irsyad Surakarta

The result of the first hypothesis test aimed to determine the relationship between self-efficacy and students' self-directed learning. The study showed a positive relationship between self-efficacy and self-directed learning of upper-grade students at SD Al-Irsyad Surakarta. The correlation test result is presented below:

[Table 8. about here]

Based on the product-moment correlation analysis in table 8, the r-value obtained was 0.556, while the critical r-table value was 0.166. Since the calculated r is greater than the table value, the relationship is positive and significant. According to Minsih et al. (2021) a person with good and measurable self-efficacy contributes to good outcomes, as it reflects confidence in one's ability and cognitive adaptability. Novariandhini & Latifah (2012) similarly stated that self-efficacy reflects belief in one's capacity to control outcomes of efforts undertaken, showing one's ability to face challenges toward desired goals. Zagoto (2019) emphasized that self-efficacy concerns belief in performing a behavior rather than expectations or predicted outcomes. Self-directed learning also means students are expected to take initiative and act independently in learning without depending on others (Anshori, 2022).

Based on the questionnaire results, students' self-efficacy was categorized as moderate, which was also reflected in their classroom activities. Although students showed confidence in understanding material and participating, they sometimes doubted their actions or answers, which affected their ability to make decisions and complete tasks independently. Therefore, self-efficacy plays an important role in fostering self-directed learning. Students with higher self-efficacy are more confident in facing learning challenges, can plan effective strategies, and take action towards achieving their academic goals. Hence, enhancing self-efficacy is crucial in supporting students to become more independent and responsible learners.

## 6. The Relationship between Learning Motivation with Self-direct Learning of Upper-grade

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

### Students at SD Al-Irsyad Surakarta

The second hypothesis test aimed to determine the relationship between learning motivation and students' self-directed learning. The study showed a positive relationship between learning motivation and self-directed learning of upper-grade students at SD Al-Irsyad Surakarta. The correlation test result is presented below:

[Table 9. about here]

Based on the product-moment correlation analysis in table 9, the r-value obtained was 0.630, while the critical r-table value was 0.166. Since the calculated r is greater than the table value, the relationship is positive and significant. Motivation and learning processes are interrelated because, in every learning activity, students need strong motivation to engage enthusiastically. Without adequate motivation, learning effectiveness diminishes and learning achievement becomes difficult to attain (Nurfauzan et al., 2023). As Ardiansyah (2021) stated, learning motivation drives students to learn and enables them to carry out learning independently without assistance.

Based on questionnaire results, students' motivation was categorized as moderate, which was also reflected in classroom activities. Their motivation was evident in participation, such as during discussions, though they occasionally felt bored with the teaching methods. This led some students to lose focus and engage in conversations while the teacher delivered material. When motivation declines, students' self-directed learning is also affected as they become less active in understanding and exploring material independently.

### 7. The Relationship between Self-Efficacy and Learning Motivation with Self-direct Learning of Upper-grade Students at SD Al-Irsyad Surakarta

The result of the third hypothesis test aimed to determine the relationship between self-efficacy and learning motivation with students' self-directed learning. The findings indicated a positive and significant relationship in the multiple correlation test, with a coefficient of determination ($R^2$) of 0.422 and Ryx1x2 = 0.649. This demonstrates a positive association between self-efficacy and learning motivation toward students' self-directed learning. This relationship was verified through the multiple correlation test, showing a significant influence of both variables on students' level of self-directed learning. The results of the multiple correlation test are as follows:

[Table 10. about here]

In the results of the multiple correlation test in table 10, the p-value obtained was 0.000. Based on the decision rule where $p < 0.05$ indicates significance, it can be concluded that the correlation is both positive and significant. The findings show that the self-directed learning of upper-grade students at SD Al-Irsyad Surakarta falls into the moderate category. This is due to the students' age, as they are still considered children and tend to rely on their surroundings, such as teachers and parents. Many parents still feel the need to assist their children in learning activities, which hinders the development of independent learning skills and fosters dependency on others. Similarly, Elizabeth Patras et al. (2021) stated that self-directed learning refers to self-driven learning activities, including personal responsibility, where students become independent and capable of making their own decisions without external influence or coercion.

In this study, self-efficacy and learning motivation are part of the internal factors that drive students' self-directed learning. Individuals with high self-efficacy and learning motivation are more likely to exhibit greater self-directed learning. Therefore, structured efforts are needed to enhance elementary school students' self-directed learning. For teachers, focusing on strengthening self-efficacy (through challenging tasks, process feedback, success experiences, and goal setting) and intrinsic motivation (through relevant materials, a positive environment, and autonomy) is key. Students need to understand the vital role of self-efficacy and motivation, reflect on their learning, set goals, and seek effective learning strategies. Education policymakers should integrate the development of self-directed learning into the curriculum, provide adequate resources, and train teachers. Specifically, at SD Al-Irsyad Surakarta, optimizing the Qur'an memorization program to support the psychological aspects of self-directed learning should be considered. The implementation of these implications is expected to significantly enhance students' self-directed learning.

## CONCLUSIONS

This study revealed that self-efficacy and learning motivation have a positive and significant relationship with self-directed learning among upper-grade students at SD Al-Irsyad Surakarta. Generally, each variable falls into the moderate category. Students with high self-efficacy tend to have greater confidence when facing academic and non-academic challenges, although they still encounter limitations in applying it consistently. Furthermore, motivation also plays a role in students' independence, especially through external factors such as the learning environment and rewards, which exert a greater influence compared to internal factors. When students have a higher level of intrinsic motivation, they demonstrate the ability to complete tasks without relying on others. Likewise, self-efficacy influences self-directed learning, though it has not been fully and consistently applied in actual behavior by the students. The findings indicate that both self-efficacy and learning motivation variables are jointly related to self-directed learning positively and significantly, with $R^2 = 0.422$ and Ryx1x2 = 0.649 (positive) and a p-value of 0.000 (significant,

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct Learning of Elementary School Students.

p < 0.05). However, since students are still in a developmental stage, they tend to depend on the guidance of educators and parents during their learning process. Overall, this study emphasizes that the higher the students' self-efficacy and learning motivation, the higher their self-directed learning will be. Therefore, learning strategies that can enhance self-efficacy and motivation are necessary to foster greater independence in their learning. Considering that the study results indicate that external factors, such as support and the learning environment, have a significant influence, future research is recommended to further develop the factors influencing independence using a broader scope and more comprehensive methods.

## ACKNOWLEDGMENTS

## REFERENCES

Adan, S. I. A. (2023). Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar Siswa. *PIJAR: Jurnal Pendidikan Dan Pengajaran*, *1*(2), 76–86. http://pijar.saepublisher.com/index.php/jpp/article/view/17/16

Amalia, A., Syafitri, L. F., Triyana, V., & Sari, A. (2018). Masalah Matematik Dengan Self Efficacy Dan Kemandirian Belajar Siswa Smp. *Jurnal Pembelajaran Matematika Inovatif*, *1*(5), 887–894.

Anshori, M. I. (2022). Kemampuan Pemecahan Masalah Ditinjau Dari Kemandirian Belajar Siswa Pada Pembelajaran Problem Solving Berbantuan Schoology. *Jurnal Prasasti Ilmu*, *2*(1), 54–59. https://doi.org/10.24176/jpi.v2i1.6393

Ardiansyah, A. (2021). Mediasi Peran Orang Tua Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Masa Pandemi Covid-19. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, *12*(1), 76–83. https://doi.org/10.24176/re.v12i1.5790

Albert Bandura. (2006). *Self efficacy beliefs of adolescents. Chapter 14: Guide for constructing self-efficacy scales.* 307-337.

Desmita. (2016). Psikologi Perkembangan Peserta Didik. Bandung: PT Remaja Rosdakarya.

Elizabeth Patras, Y., Horiah, S., Saeful Zen, D., & Hidayat, R. (2021). Pengaruh Efikasi Diri Terhadap Kemandirian Belajar Siswa. *Edum Journal*, *4*(2), 69–75. https://doi.org/10.31943/edumjournal.v4i2.99

Kumaladewi, S., & Setyorini, D. (2022). Pengaruh Motivasi Belajar, Efikasi Diri, dan Lingkungan Belajar Terhadap Kemandirian Belajar Siswa. *Kajian Pendidikan Akuntansi Indonesia*, *11*(5), 68–81.

Kurniawati, D. (2016). Hubungan Antara Efikasi Diri Dengan Kemandirian Belajar Siswa Kelas V SD Negeri Se-Kecamatan Srandakan. *Jurnal Pendidikan Guru Sekolah Dasar*, *5*(23), 2197–2208.

Laksono, T. B. (2022). Pengaruh Bimbingan Kelompok Dengan Teknik Psikodrama Terhadap Efikasi Diri Siswa Kelas Viii Smp Negeri 29 Semarang. *Jurnal Inovasi Pembelajaran Di Sekolah*, *3*(1), 137–144. https://doi.org/10.51874/jips.v3i1.49

Martunis, Safraturrina, S. N. (2016). Hubungan Efikasi Diri Dengan Kemandirian Belajar Pada Siswa. *Jurnal Ilmiah Mahasiswa Bimbingan Dan Konseling*, *1*(August), 66–72.

Masdudi. (2019). *Pola Penanganan Stres Dalam Aktivitas Belajar (Pendekatan Bimbingan Dan Konseling)*. *1*, 1–19.

Minsih, Taufik, M., & Tadzkiroh, U. (2021). Urgensi Pendidikan Inklusif Dalam Membangun Efikasi Diri Guru Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, *8*(2), 192–204. https://doi.org/10.38048/jipcb.v8i2.352

Ningsih, R., & Nurrahmah, A. (2016). Pengaruh Kemandirian Belajar dan Perhatian Orang Tua Terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *6*(1), 73–84. https://doi.org/10.30998/formatif.v6i1.754

Novariandhini, D. A., & Latifah, M. (2012). Harga Diri, Efikasi Diri, Motivasi Belajar, dan Prestasi Akademik Siswa SMA pada Berbagai Model Pembelajaran. In *Jurnal Ilmu Keluarga dan Konsumen* (Vol. 5, Issue 2, pp. 138–146). https://doi.org/10.24156/jikk.2012.5.2.138

Nurfauzan, A. Z., Almubarak, M., Abdillah, K., & Anggraini, A. (2023). Pengaruh Motivasi dalam Pembelajaran Siswa. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, *2*(2), 613–621. https://doi.org/10.56832/edu.v2i2.198

Pambudi, Y. T., Widorotama, A., Fahri, A. S., & Farkhan, M. M. (2022). Korelasi Efikasi Diri dan Motivasi Belajar dengan Hasil Belajar Mahasiswa Pendidikan Jasmani Jurnal Porkes ( Jurnal Pendidikan Olahraga Kesehatan & Rekreasi ). *Https://E-Journal.Hamzanwadi.Ac.Id/Index.Php/Porkes Doi: 10.29408/Porkes.V5i1*, *5*(1), 158–167. https://doi.org/10.29408/porkes.v5i1

Siahaan, Y. L. O., & Meilani, R. I. (2019). Sistem Kompensasi dan Kepuasan Kerja Guru Tidak Tetap di Sebuah SMK Swasta di Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, *4*(2), 141. https://doi.org/10.17509/jpm.v4i2.18008

Suarim, B., & Neviyarni, N. (2021). Hakikat Belajar Konsep pada Peserta Didik. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(1), 75–83. https://doi.org/10.31004/edukatif.v3i1.214

Sugandi, A. I. (2013). Pengaruh Pembelajaran Berbasis Masalah Dengan Setting Kooperatif Jigsaw Terhadap Kemandirian Belajar Siswa Sma. *Infinity Journal*, *2*(2), 144. https://doi.org/10.22460/infinity.v2i2.31

Suhandi, A., & Kurniasri, D. (2019). Meningkatkan Kemandirian Siswa Melalui Model Pembelajaran Kontekstual Di Kelas IV Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, *4*(1), 125–137. https://doi.org/10.22437/gentala.v4i1.6972

Sunarti Rahman. (2021). Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar. *Prosiding Seminar Nasional*

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

*Pendidikan Dasar*, *November*, 289–302.

Ubabuddin. (2019). Hakikat Belajar dan Pembelajaran Di Sekolah Dasar. *IAIS Sambas*, *1*(1), 18–27.

Ujud, S., Nur, T. D., Yusuf, Y., Saibi, N., & Ramli, M. R. (2023). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar Siswa Sma Negeri 10 Kota Ternate Kelas X Pada Materi Pencemaran Lingkungan. *Jurnal Bioedukasi*, *6*(2), 337–347. https://doi.org/10.33387/bioedu.v6i2.7305

Uno, Hamzah, B. (2011). Teori Motivasi dan Pengukurannya. Jakarta: PT Bumi Aksara Bandung PT Remaja Rosdakarya

Zagoto, S. F. L. (2019). Efikasi Diri Dalam Proses Pembelajaran. *Jurnal Review Pendidikan Dan Pengajaran*, *2*(2), 386–391. https://doi.org/10.31004/jrpp.v2i2.667

**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

## LIST OF TABLE

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 1** / Descriptive Statistics

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Self-Efficacy | 140 | 51 | 86 | 65.38 | 7.201 |
| Learning Motivation | 140 | 48 | 85 | 65.41 | 7.533 |
| Self-direct Learning | 140 | 54 | 90 | 70.63 | 6.529 |
| Valid N (listwise) | 140 | | | | |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 2** / Self-Efficacy Class Intervals

| No | Interval | Frekuensi | Persentase | Persentase Kumulatif |
|----|----------|-----------|------------|----------------------|
| 1 | 51 – 54 | 11 | 7,9 | 7,9 |
| 2 | 55 – 58 | 19 | 13,6 | 21,4 |
| 3 | 59 – 63 | 26 | 18,6 | 40.0 |
| 4 | 64 – 68 | 32 | 22,9 | 62,9 |
| 5 | 69 – 73 | 37 | 26,4 | 89,3 |
| 6 | 74 – 78 | 9 | 6,4 | 95,7 |
| 7 | 79 – 82 | 5 | 3,6 | 99,3 |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 3** / Self-efficacy Distribution Results

| Kategori | Interval Kelas | F | Persentasi |
|----------|----------------|-----|------------|
| **High** | $72,5 \leq x$ | 23 | 16.4 |
| **Medium** | $58,1 \leq x < 72,5$ | 96 | 68.6 |
| **Low** | $x < 58,1$ | 21 | 15.0 |
| | **Total** | 140 | 100.0 |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 4** / Learning Motivation Class Intervals

| No | Interval | Frekuensi | Persentase | Persentase Kumulatif |
|---|---|---|---|---|
| 1 | 48 – 52 | 6 | 4,3 | 4,3 |
| 2 | 53 – 57 | 16 | 11,4 | 15,7 |
| 3 | 58 – 62 | 32 | 22,9 | 38,6 |
| 4 | 63 – 67 | 33 | 23,6 | 62,1 |
| 5 | 68 – 71 | 22 | 15,7 | 77,9 |
| 6 | 72 – 75 | 16 | 11,4 | 89,3 |
| 7 | 76 – 80 | 13 | 9,3 | 98,6 |
| 8 | 81 – 85 | 2 | 1,4 | 100,0 |
| | **Total** | **140** | **100,0** | |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 5** / Learning Motivation Distribution Results

| Kategori | Interval Kelas | F | Persentasi |
|----------|----------------|-----|------------|
| High | 72,9 ≤ x | 22 | 15.7 |
| Medium | 57,8 ≤ x < 72,9 | 89 | 63.6 |
| Low | x < 57,8 | 29 | 20.7 |
| | **Jumlah** | 140 | 100.0 |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 6** / Self-direct Learning Class Intervals

| No | Interval | Frekuensi | Persentase | Persentase Kumulatif |
|----|----------|-----------|------------|----------------------|
| 1 | 54-58 | 2 | 1,4 | 1,4 |
| 2 | 59-63 | 16 | 11,4 | 12,9 |
| 3 | 64-68 | 33 | 23,6 | 36,4 |
| 4 | 69-73 | 44 | 31,4 | 67,9 |
| 5 | 74-77 | 25 | 17,9 | 85,7 |
| 6 | 78-81 | 13 | 9,3 | 95,0 |
| 7 | 82-85 | 4 | 2,9 | 97,9 |
| 8 | 86-90 | 3 | 2,1 | 100,0 |
| | **Total** | **140** | **100,0** | |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct Learning of Elementary School Students.

**Table 7** / Self-Direct Learning Distribution Results

| Kategori | Interval Kelas | F | Persentasi |
|---|---|---|---|
| High | 7,20 ≤ x | 18 | 12.9 |
| Medium | 58,18 ≤ x < 72,5 | 94 | 67.1 |
| Low | x < 58,18 | 28 | 20.0 |
| | Total | 140 | 100.0 |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 8** / Self-Efficacy - Self-directed Learning Correlation Result

| Correlations | | Self-Efficacy | Self-direct Learning |
|---|---|---|---|
| Self-Efficacy | Pearson Correlation | 1 | .556** |
| | Sig. (2-tailed) | | .000 |
| | N | 140 | 140 |
| Self-direct Learning | Pearson Correlation | .556** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 140 | 140 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Table 9** / Learning Motivation - Self-direct Learning Correlation Result

| Correlations | | Learning Motivation | Self-direct Learning |
|---|---|---|---|
| Learning Motivation | Pearson Correlation | 1 | .630** |
| | Sig. (2-tailed) | | .000 |
| | N | 140 | 140 |
| Self-direct Learning | Pearson Correlation | .630** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 140 | 140 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Hanifah Dian Alfiyah

Correlation between Self-Efficacy and Motivation with Self-Direct
Learning of Elementary School Students.

**Tabel 10** / Results of Multiple Correlation Test

| | | | | | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Adjusted | | | | | | |
| | | R | R | Std. Error of | R Square | | | | Sig. F |
| Model | R | Square | Square | the Estimate | Change | F Change | df1 | df2 | Change |
| 1 | .649ᵃ | .422 | .413 | 5.001 | .422 | 49.942 | 2 | 137 | .000 |

a. Predictors: (Constant), Motivasibelajar, Efikasidiri