

THE RELATIONSHIP BETWEEN SELF-EFICACY AND LEARNING MOTIVATION OF GRADE X STUDENTS AT MAN 5 CIAMIS 2026

Fikri Fadilah* & Yandi Cahya Yundani, M.Pd.

Sekolah Tinggi Ilmu Dakwah (STID) Sirnarasa

Email: fkrfdlh27@gmail.com

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Abstract

Learning motivation is a crucial aspect in supporting student success in school. However, in reality, many students still exhibit behaviors lacking in learning motivation, such as procrastinating on assignments, not focusing when the teacher explains, being unable to complete assignments, and lacking enthusiasm for their learning. The purpose of this study was to determine the relationship between self-efficacy and learning motivation in grade 10 students at MAN 5 Ciamis. The approach used was quantitative, employing the associative method. The population of 130 grade 10 students at MAN 5 Ciamis was determined at 98 using the Slovin formula and simple random sampling technique. The instrument used was a questionnaire with Likert scale scoring. Data analysis used validity tests, reliability tests, descriptive analysis, linearity tests, and Person-Product-Moment correlations. Based on the results of the data analysis, the average student self-efficacy score was 56.12. The average learning motivation score was 55.87. The correlation results indicate a strong relationship between self-efficacy and learning motivation, with an r value of 0.753 and a significance level of 0.000. Based on these results, it can be concluded that self-efficacy has a strong relationship with learning motivation in grade 10 students at MAN 5 Ciamis.

Keywords: Self-Efficacy, Learning Motivation, Students.

A. INTRODUCTION

Education plays an important role in developing individuals' potential so that they may become morally grounded, knowledgeable, and capable of facing life's challenges (Ifnaldi I, 2021). One of the factors that can influence the success of the learning process is learning motivation. Learning motivation is an internal as well as external drive that fosters enthusiasm in students to engage in learning activities so that learning objectives can be achieved optimally (Rahman S, 2022).

Motivation is the term most often used to explain the success or failure of almost all complex tasks (Kholid I, 2017). Nearly all experts also agree that a theory of motivation concerns the factors that encourage behavior and give direction to that behavior, and it is generally accepted that a person's motive for engaging in a particular activity is based on the underlying needs.

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According to Atkinson, motivation is explained as a person's increasing tendency to act in order to produce one or more effects. A. W. Bernard defines motivation as a phenomenon involved in stimulating action toward certain goals where previously there was little or no movement toward those goals. Motivation is an effort to intensify or create movement in order to achieve certain goals (Purwa Atmaja, 2012).

In the learning process at the madrasah aliyah level, learning motivation is always one of the problems faced by students. Some students show high enthusiasm for learning, while others tend to be less confident, easily give up when facing difficulties, and are less active in the learning process. This condition can affect students' learning achievement. As stated by Sardiman (as cited in Laka et al., 2020), learning motivation is the overall driving force within students that generates learning activities, ensures the continuity of those activities, and provides direction to the learning process so that the goals desired by the learner can be achieved.

More specifically, when people refer to learning motivation, what is meant is all things that help encourage or energize a person engaged in learning activities so that they become more diligent in studying and achieve better performance than before. Motivation may come from outside or from within the individual. Motivation that originates externally may be provided by motivators such as parents, teachers, counselors, ustad/ustazah, or other close individuals. Meanwhile, motivation that comes from within a person may be caused by the desire to achieve goals or aspirations, among other things.

The study by Susilowati and Nastiti (2023) shows that students' learning motivation has not yet been optimal. Research on junior high school students in Ponorogo found that 53.12% of students had low learning motivation, which had an impact on learning outcomes that were only in the moderate category. This shows that learning motivation remains an important issue in the educational process.

Research by Mutiah Rangkuti (2026) states that students' learning motivation is influenced by intrinsic and extrinsic factors. Intrinsic factors include learning interest, academic goals, and students' self-confidence, while extrinsic factors include family support, the role of teachers, teaching methods, and the school environment. In addition to a lack of interest from within themselves, family support also turns out to be very important for students' learning motivation (Rizqiya et al., 2025).

Indrawan et al. (2021) state that many students experience learning difficulties because they feel bored during the learning process, which then has an impact on low learning outcomes. This shows that learning interest and motivation are closely related to academic success.

According to Haryani and Nursanti (2022), research on online learning during the pandemic showed that changes in the learning system also affected students' learning motivation. Many students experienced a decline in motivation when learning was carried out online due to the lack of direct interaction with teachers and limited learning facilities.

Research by Manalu and Sinthia (2021) on junior high school students in Bengkulu City showed that the intensity of social media use has a relationship with students' learning motivation. Students who use social media excessively tend to experience reduced focus on learning, so their learning motivation becomes lower.

From the various phenomena of low motivation described above, low learning motivation often occurs in the school environment and among students. A lack of learning motivation is generally not realized by teachers, parents, or even the individuals themselves, who may not feel that learning motivation is very important. This may be influenced by a low level of self-efficacy among students, resulting in a lack of interest in developing their talents and in completing tasks.

Self-efficacy becomes a main point of concern in students' learning motivation. Self-efficacy is a set of beliefs that can influence the decisions individuals make and the follow-up actions they choose to take. Researchers argue that how people behave and what they achieve can often be predicted better by the beliefs they hold about their own abilities than by what they are actually capable of accomplishing (Bandura, 1997).

One psychological factor that influences learning motivation is self-efficacy. Self-efficacy is an individual's belief in their own ability to complete a task or achieve a certain goal. This concept was proposed by Albert Bandura in social cognitive theory, which explains that a person's belief in their capabilities affects the way they think, feel, and act.

Self-efficacy is one of the psychological factors that strongly influences students' success in completing tasks. Albert Bandura (1997) defines it as a person's belief in their capability that will affect how they react to certain situations and conditions. Self-efficacy refers to an individual's belief in their ability to successfully perform a task (Ivancevich et al., 2007; McShane & Von Glinow, 2005).

According to Albert Bandura (1997), the aspects of self-efficacy are divided into three: (1) magnitude, concerning the level of task difficulty; (2) generality, concerning the individual's belief in their ability across situations; and (3) strength, concerning the degree of confidence or expectation the individual has regarding their ability.

Self-efficacy has an important role in students' learning motivation. Self-efficacy enables individuals to have higher self-confidence, so that they do not give up easily when completing tasks. This ability helps students avoid laziness in doing assignments because they believe they can complete them successfully.

In addition, self-efficacy also nurtures their interests and talents. Students who have high self-efficacy are able to explore the potential within themselves, whereas students with low self-efficacy tend to find it difficult to develop their talents. This efficacy encourages students to continue exploring their potential and avoid becoming lazy in their learning.

Research on self-efficacy and learning motivation has already been conducted. Widya and Muwakhidah (2021) reported very positive findings that self-efficacy and learning motivation have a very close relationship. Ariyanti and Mushin (2020) also state that self-efficacy greatly influences students' success in the learning process.

It can be concluded, as has been stated by previous researchers, that self-efficacy and learning motivation are closely related in helping students in the learning process. If students succeed in their learning, they may be said to have high self-efficacy. Ultimately, self-efficacy contributes to building students' learning motivation. Based on all of the explanations above, the hypothesis of this study can be said to be strongly positive regarding the relationship between self-efficacy and learning motivation among tenth-grade students at MAN 5 Ciamis.

B. LITERATURE REVIEW

Self-Efficacy Theory

Self-efficacy is an individual's belief in their ability to organize and execute the actions necessary to achieve a specific outcome. This theory asserts that the most important determinant is not a person's objective abilities, but rather how they believe they can use those abilities effectively. In the context of learning, students with high self-efficacy tend to be more confident in facing tasks, more persistent when encountering difficulties, and less likely to give up when results do not meet expectations. Conversely, low self-efficacy often leads to students being doubtful, easily discouraged, and lacking initiative in the learning process. Thus, this theory is highly relevant in explaining why belief in one's abilities can be closely related to students' learning motivation (Bandura, 1997). Self-efficacy indicators:

- Magnitude
- Strength
- Generality

Expectancy-Value Theory

Expectancy-Value Theory explains that a person's motivation to engage in an activity is strongly influenced by two main factors: the expectation of success and the value assigned to the activity. Students tend to be more motivated to learn if they believe they can complete tasks well and view learning activities as important, useful, or meaningful to them. This theory is relevant because it links self-efficacy beliefs with the willingness to strive, persist, and achieve in academic contexts. In the learning process, motivation arises not only because students feel capable, but also because they see that learning has tangible benefits for their future or their identity. Therefore, this theory is very appropriate to be used to strengthen the explanation that self-efficacy can contribute to learning motivation through expectations of success and assessments of the value of learning tasks (Wigfield & Eccles, 2000; Eccles & Wigfield, 2020). Expectancy-Value Theory Indicators:

- Expectancy for success
- Intrinsic value
- Utility value
- Attainment value
- Cost

Self-Determination Theory

Self-Determination Theory views motivation as a process heavily influenced by whether or not an individual's basic psychological needs are met. This theory explains that learning motivation will develop more strongly when students feel autonomous, capable, and connected to their social environment. In an educational context, students who are given the space to choose, feel competent in their learning, and receive support from teachers and peers typically demonstrate more stable and high-quality motivation. This theory is important because it helps explain that learning motivation stems not only from academic goals but also from psychological conditions that support active student engagement. Therefore, this theory is relevant to complement the discussion that students' self-confidence will more easily develop into strong learning motivation when their basic psychological needs are met (Ryan & Deci, 2022). Indicators of Self-Determination Theory:

- Autonomy
- Competence
- Relatedness

C. RESEARCH METHODOLOGY

This study uses a quantitative correlational approach to determine the relationship between variables. Quantitative methods are used to examine the population by collecting data using research instruments and analyzing data to test hypotheses (Sugiyono, 2019). The study population used all 140 students of class X MAN 5 CIAMIS. A research sample of 98 students was obtained using the Simple Random Sampling technique with the Isaac and Michael formula. Furthermore, data collection used psychological scale instruments, namely the learning motivation scale and the self-efficacy scale. Before the research instruments were used, each instrument was tested individually for item discrimination index and reliability estimation using Cronbach Alpha..

D. RESULT AND DISCUSSION

The following is a table of frequency distribution and descriptive statistics of self-efficacy.

Table 1. Frequency Distribution of Self-Efficacy Variable (X)

Interval Shoes	Frequency	Percent
43-45	3	3%
46-48	1	1%
49-51	7	7%
52-54	32	33%
55-57	15	15%
58-60	32	33%
61-63	4	4%
64-66	4	4%
Amount	98	100%

Source: Processed by Researchers, 2026

Based on Table 1, the highest frequency was found in the 52-54 and 58-60 intervals, with 32 students, or approximately 33% of the total. This also indicates that most students have moderate to good self-efficacy.

Table 2. Descriptive Statistics of Self Efficacy (X)

N	Mean	Median	Modus	Standard deviation
98	56,12	56	54	4,36

Source: Processed by Researchers, 2026

Based on Table 2, the mean value was 56.12. This value indicates that in general, the self-efficacy of class X students at MAN 5 Ciamis is in the fairly good category..

Learning discipline data is also presented in the form of a frequency distribution table and descriptive statistics to obtain a general overview of the level of student learning discipline.

Table 3. Frequency Distribution of Learning Motivation Variable (Y)

Interval Shoes	Frequency	Percentage
43-46	3	3%
47-50	6	6%
51-54	39	40%
55-58	19	19%
59-62	24	24%
63-66	6	6%
67-70	1	1%
71-74	0	0%
Amount	98	100%

Source: Processed by Researchers, 2026

Based on Table 3, the highest frequency is found in the 51-54 interval, with 39 students, or approximately 40% of the total. This also indicates that most students have a moderate to good level of learning motivation.

Table 4. Descriptive Statistics of Learning Motivation (Y)

N	Mean	Median	Modus	Standard deviation
98	55,87	55	54	4,42

Source: Processed by Researchers, 2026

Based on Table 4, the mean score for learning discipline was 55.87. This indicates that, in general, the learning motivation of grade 10 students at MAN 5 Ciamis is in the fairly good category.

This validity test was conducted to determine the appropriateness of each item in the questionnaire. The testing criteria used were that an item was declared valid if the calculated r value was greater than the tabulated r value (0.198). The following is a summary:

Table 5. Summary of Instrument Validity Test

Variable	Number of Items	Kriteria	Results
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Self Efficacy (X)	18	r Count > 0.198	Valid
Learning Motivation (Y)	18	r Count > 0.198	Valid

Source: Processed by Researchers, 2026

Based on Table 5, all items in the self-efficacy and learning motivation variables are declared valid.

Reliability testing was conducted to determine the consistency of the research instrument.

Table 6. Reliability Test Results

Variabel	Cronbach's Alpha	Keterangan
Self Efficacy (X)	0,84	Reliabel
Learning Motivation (Y)	0,84	Reliabel

Source: Processed by Researchers, 2026

Based on Table 6, both variables had Cronbach's Alpha values greater than 0.60, indicating that the instrument was reliable.

A linearity test was conducted to determine whether the relationship between self-efficacy and learning motivation was linear.

Table 7, Linearity Test Results

Sumber	df	Mean Square	F	Sig
Regression	1	1087,828	125,715	0,000
Residual	96	8,653		

Source: Processed by Researchers, 2026

Based on Table 7, the significance value for Linearity is 0.000. The data is not normally distributed, but the relationship between variables X and Y is linear.

Correlation analysis was conducted to determine the close relationship between self-efficacy and learning motivation.

Table 8. Results of the Pearson Product Moment Correlation Test

Variable	r Hitung	Sig.	Information
Self-Efficacy with Learning Motivation	0,753	0,000	Strong and Significant Relationship

Source: Processed by Researchers, 2026

Based on Table 8, a correlation value of 0.753 was obtained with a significance level of 0.000. This indicates a strong and significant positive relationship between self-efficacy and learning motivation. This means that the higher a student's self-efficacy, the higher their learning motivation.

The results of this study indicate that self-efficacy has a close and significant relationship with the learning motivation of class X students at MAN 5 Ciamis. This is evident from the correlation coefficient value of 0.753 with a significance level of 0.000. This also indicates that higher self-efficacy leads to higher learning motivation, and conversely, lower self-efficacy leads to lower learning motivation. Self-efficacy is the belief in oneself in completing various tasks and facing various obstacles. Students with high self-efficacy are more confident in challenging learning situations, do not give up easily, and are willing to strive for better learning outcomes. This can be seen from whether the student has high or low learning motivation.

From my research, I also found that the majority of 10th-grade students at MAN 5 Ciamis fall into the moderate to high category. This indicates that the average student has high self-efficacy, as evidenced by their persistence in completing tasks and their desire to achieve excellent results. These research findings align with Bandura's theory, which states that self-efficacy can influence how individuals feel, think, and act. In the context of learning, students who believe in their abilities will be more motivated to achieve better results/learn.

Sardiman's statement aligns with the results of this study, stating that learning motivation is crucial for determining student success. Students with high learning motivation will be more diligent, active, and persistent in the face of learning difficulties. Based on the above description, it can be concluded that there is a positive relationship between self-efficacy and the learning motivation of class X students at MAN 5 Ciamis. High self-efficacy will also lead to high learning motivation.

E. CONCLUSION

Based on the results of the study above, it can be concluded that the self-efficacy of class X students of MAN 5 Ciamis is in the fairly good category with a mean value of 56.12, while student learning motivation is also in the fairly good category with a mean value of 55.87. The results of the correlation analysis also show a strong and significant positive relationship between self-control and learning discipline with a value of $r = 0.753$ and a significance of 0.000. Furthermore, where self-efficacy and learning motivation have a very close relationship. Thus, the hypothesis of this study is accepted. Namely, there is a significant and positive relationship between self-control and learning discipline of class X students of MAN 5 Ciamis.

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