

Correlation of Learning Motivation with Self Regulated Learning at SMA Negeri 1 Tasikmalaya City

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Correlation of Learning Motivation with Self Regulated Learning at SMA Negeri 1 Tasikmalaya City

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ABSTRACT

Self-regulated learning is a constructive process that is active in setting learning goals. This ability should be possessed by every individual to become a successful learner. Another thing that students must have to be successful in the process and learning outcomes are learning motivation. This study aims to determine the correlation between learning motivation with self-regulated learning in grade X MIPA 9 SMA Negeri 1 Tasikmalaya City. This research was conducted in April 2019. The research method used was correlational with a population of all class X MIPA 9 students as many as 30 people. Samples were taken using a saturated sampling technique so that the entire population was sampled. The research instrument used in this study is the Motivated Strategies for Learning Questionnaire (MSLQ), which consists of 2 parts, namely motivational beliefs and self-regulated learning strategies. The data analysis technique used is the bivariate correlation regression test. Based on the results of the study, it can be concluded that there is a strong correlation ($R = 0.761$; $R^2 = 0.580$) between learning motivation and self-regulated learning. The contribution of learning motivation to self-regulated learning is 58%.

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1. INTRODUCTION

Learning is a relatively permanent change in a person's knowledge or behavior due to experience. This definition has three components: 1) the duration of change is long term; 2) the locus of change is the content and structure of knowledge in students' memories or behavior; 3) the cause of change is the experience of students in the environment (Mayer, Suomala, & Shaughnessy, 2000). The three learning components require learners' skills in regulating themselves. Self-regulation means being able to plan, control, and evaluate themselves and their knowledge (Juwariyah *et al.*, 2013). This means that the academic success of a learner requires excellent and proper learning planning. In its application, the plan is controlled to control the pace of planned activities. Finally, the results of what has been done are evaluated. Evaluation means that someone reviews what the cause of success or failure of the results obtained is. From this evaluation, one can find out what needs to be improved and what should be reduced or even abandoned.

The study on self-regulated or self-regulation in the aspect of learning has been developing since two decades ago as an answer to a variety of questions about students who are proficient in the learning process. Self-regulated learning (SRL) is a mechanism to help explain differences in achievement among students and as a means to improve performance "(Schunk, 2005). SRL is a person's ability to plan, monitor, control, evaluate and re-implement plans and anticipate in dealing with academic situations to achieve success in the learning process. It is a form of self-control or regulation in the learning process. SRL is not a mental ability or an academic performance skill, but the strength of self in directing the learning process of students in turning their psychic abilities into academic skills. Learning should be seen as a proactive activity carried out by students for themselves because each has different characteristics and characteristics in regulating themselves (Zimmerman, 2002). SRL refers to self-generated thoughts, feelings, and behaviors that are oriented towards achieving goals (Zimmerman, 2000).

The role of SRL for students is one of which can cause students to be actively involved in learning. Through these abilities, students will have a responsible attitude by organizing their knowledge. Students will actively avoid harmful behaviors and cognitions in achieving academic success and know the strategies needed to learn and utilize these strategies to improve academic achievement by Byrnes, Miller, & Reynolds (Mega, Ronconi, & De Beni, 2014). Motivation becomes one of the aspects needed by students in regulating themselves in addition to doing and completing a job. This is consistent with the assumption that a person's behavior is always motivated by the functions and situations that they face (Rheinberg, Vollmeyer, & Rollett, 2000).

Motivation is a series of efforts to provide certain conditions, so someone wants to do something (Sardiman, 2011). Motivation meant for students is learning motivation. Widoyoko (2015: 233) said that students' learning motivation has a strong enough influence on the success of the process and student learning outcomes. Students in learning activities are expected to have motivation as a stimulant and encouragement aspect to be able to get things done with optimal results to be able to achieve achievement. Motivation is one of the keys in the process of self-regulation in learning because if students want to regulate themselves in the learning process, it must have the ability to learn independently (SRL) and motivation (Cheng, 2011). After all, promoting or introducing learning motivation to learners is a critical component of self-regulated learning (Boekaerts, 1995; Corno, 1986). Research conducted by several researchers concluded that there was a correlation between aspects of motivation and academic achievement (Amrai, Motlagh, Zalani, & Parhon, 2011).

State Senior High School (SMAN) 1 Tasikmalaya City is one of the schools that has excellent accreditation, which makes it one of the favorite schools in Tasikmalaya City. No wonder so many superior students are studying at the school. Generally, a reference in determining students to be accepted at the school by measuring cognitive aspects, including in the form of success in answering questions related to the subject matter. It is expected that selected students will be able to carry out a good learning process so that they will be able to direct students to get proper learning outcomes, in other words, the ability in good self-regulated learning. However, based on the explanation above, to be able to meet the aspects of self-regulated learning not only based on cognitive elements alone, but it also requires other aspects as a critical component, namely motivation.

Based on the background that has been revealed, the authors suspect there is a correlation between learning motivation with self-regulated learning, especially the purpose of this study is to reveal the contribution made by learning motivation to self-regulated learning. This assumption is reinforced by the assumption that learning motivation is one of the factors that determine a person in academic and non-academic success (Juwariyah *et al.*, 2013).

2. METHODS

The study method used is correlational. The study was conducted in April 2019. The variables in this study consisted of the dependent variable, namely self-regulated learning and the independent variable, namely learning motivation. The population in this study were all students of class X MIPA 9 of SMA Negeri 1 Tasikmalaya City in the 2018/2019 school year as many as 30 people. Because the population in this study is only one class, then in this study, the samples taken were carried out using saturated sampling techniques so that the entire population was sampled.

The instrument used in this study was a validated instrument in the form of motivated strategies for learning questionnaire (MSLQ) from Pintrich and De Groot in 1990. The questionnaire was divided into two parts, first about motivational beliefs to assess the orientation of learning motivation consisting of three sub-chapters namely self-efficacy, intrinsic value, and test anxiety as many as 22 statements; the second is about self-regulation learning strategies which consist of two sections, namely cognitive strategy use and self-regulation, which are collected in 22 statements (Pintrich & De Groot, 1990). Each statement is used in using a Likert scale of one to five with details of strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The data analysis technique used is a bivariate correlation regression test with the data obtained will be tested first with the normality and linearity test as a prerequisite test.

3. RESULTS AND DISCUSSION

Results

The results of the correlation regression analysis using SPSS 23 for windows can be seen in Table 1.

Table 1 Summary of Correlation Regression Results

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate	Statistics				
					R Square	F	df1	df2	Sig
1	0,761	0,580	0,565	5,523	0,580	38,642	1	28	0,000

Based on the table 1, it is obtained a significance value of 0,000 which means there is a correlation between learning motivation and self regulated learning (0,000 < 0.05). In addition, the correlation coefficient (R) of 0.761 and the coefficient of determination (R²) of 0.580 or 58%

are also obtained. This shows that the variable of learning motivation contributes 58% to self regulated learning, while the remaining 42% is the influence of other variables not examined in this study. Further explanation about the regression equation is presented in Table 2.

Table 2. Test Summary T

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	28,509	8,829		3,229	0,003
Motivation to learn	0,652	0,105	0,761	6,216	0,000

Based on Table. 2 it is known that the regression equation $\hat{Y} = a + bx$. The value of a (constant) is 28,509 the value of b is 0.652. So the regression equation obtained is $\hat{Y} = 28,509 + 0,652 x$.

Based on the results of this analysis it can be concluded that there is a correlation between learning motivation with self regulated learning. The statement is in accordance with the research of Mahmoodi, Kalantari, & Ghaslani. (2014) that there is a significant relationship between motivation and self regulated learning (SRL) on EFL (*English as Foreign Language*) students. Hadwin in Mahmoodi et al., (2014) identified three things that motivation and self regulated learning were related. First, the students' knowledge and understanding of motivation influence the type of goals set, the strategies chosen, and perseverance in the given task. Second, involvement in SRL generates motivational knowledge and new understanding that influences current and future tasks. Third, students set their own motivational aspects during the learning process.

Discussion

A very significant correlation between learning motivation and SRL can be understood that the two aspects are related and work together to clarify the process of student success in the learning process. It can be concluded that students who can organize themselves in the learning process (SRL) are determined by the reason they learn about something and the sources of motivation available. When students are motivated to learn, they are more likely to devote the time and energy needed to learn and apply appropriate SRL skills (Zimmerman, 2005; Mahmoodi et al., 2014). Because, SRL allows students to complete the goals set, and will enable them to monitor and assess their performance and then make appropriate adjustments (Pintrich, 1995: 5).
 L as an active construction process in which students set their learning goals and try to monitor, manage, and control their cognition, motivation, and behavior, guided and limited by the goals and contextual features in their environment (Faisal Mustofa, Duran Corebima, Suarsini, & Saptasari, 2018).

SRL is governed by various interconnected conceptual framework factors that determine development and sustainability and motivation is one of the important factors in the conceptual framework (Mahmoodi et al., 2014:

1066). In more detail that intrinsic value and self efficacy which are part of the motivational aspects become one of the predictors in the learning process (Kurman, 2001: 502; Kim, Park, & Cozart, 2014: 7) and as a key component of self-regulated learning (Boekaerts, 1995: 2; Corno, 1986: 7).

4. CONCLUSION

Based on the results of research that has been done, it can be concluded that there is a correlation between learning motivation with self-regulated learning with an R-value of 0.761 and R² of 0.580. This means that the contribution of learning motivation towards self-regulated learning is 58%. This means that the contribution from the aspect of learning motivation provides a proportion of 58% to the ability of self-regulation in the learning process in achieving academic achievement. In comparison, the remaining 42% is the influence of other variables not examined in this study.

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